PUBLIC SCHOOL RELATIONS

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PUBLIC SCHOOL RELATIONS

PUBLIC SCHOOL RELATIONS

A DISCUSSION OF THE PRINCIPLES UNDERLYING INFORMATIONAL SERVICE IN THE PUBLIC SCHOOLS AND A TECHNIQUE FOR PRACTICAL USE

By

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My Sisters

whose loyal support has been a
big source of inspiration

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THE INTRODUCTION

Because of the rapid and profound changes that are taking place in the organized life of every community in America, due in a large measure to the application of scientific discovery and invention to industry, and to every other aspect of life, the task of preparing any individual for worthy and productive citizenship has become increasingly important and at the same time increasingly difficult. The problems of life have become so complex, its contacts so numerous and varied, its pace so accelerated, and its strains so increased that the difference between what a child is at birth and what society expects him to be at twenty-one years of age is vastly greater than at any other time in human history.

Fortunately education is not confined to this period but is in fact a lifelong process in which numerous agencies are involved. Indeed, it may be said that any individual is being educated in some direction and to some extent, however slight, by every experience through which he passes. Some modification of himself, more or less permanent, is left behind which influences in one way or another his subsequent life of thought, feeling, or behavior. Education is not, therefore, something for which the school alone is responsible but a responsibility in which the whole community is involved. Even in those communities where the importance of popular education is most emphasized, where the public schools are best supported and continued in operation for the longest time each year, and where the fullest attendance is secured, the average individual is directly under the influence of the schools for less than ten per cent of his total waking time from birth to twenty-one years of age. It is therefore highly important, from the social point of view, to know what is actually happening to boys and girls during the remaining ninety per cent of their waking time, and to ascertain definitely what agencies other than the schools are controlling their experiences during this time.

Those whose responsibility it is to determine and execute the policies of public education cannot afford to ignore or undervalue the importance of the non-school agencies which are present and influential in every community. To determine what these agencies are, to what extent and in what ways their influence is being exerted, and whether this influence is in harmony with or opposed to the aims of the schools, constitutes an exceedingly important part of the responsibility of school management in every community. Because of the ever changing relative importance of these agencies from city to city one of the greatest needs of the school administrator is a clearly defined and defensible policy of education which determines the true function of the schools in respect to what they should attempt to do and what they should refrain from doing, and also the place of the schools among these other agencies, their proper relation to them, and the extent to which they should

But here we have a problem of school administration to which, notwithstanding its great importance, little study has thus far

of this problem, that of interpreting the schools to the community, the present volume is the most valuable contribution that has yet been made. Professor Moehlman has here

studies that need to be made.

JOHN W. WITHERS
Dean of the School of Education,
New York University

THE FOREWORD

The material in the following pages has been prepared for a dual purpose. The first is to furnish current use in the field with a brief and practical statement of the problem of public relations, and to offer such data that may solve their difficulty. The second purpose is to serve as a text in colleges and schools of education in courses that attempt to train individuals for work in administration and directly in the public relations field.

The classroom work that has attempted only to set up the problem, analyze agents and agencies, and show how programs may be developed. It does not serve as a medium for teaching educational journalism. Such training must be furnished in other fields.

To the many who have helped in the preparation full credit is cheerfully given, and particularly to Dean Allen S. Whitney and Professor Grant A. Gabbert for their critical comments and suggestions.

ARTHUR B. MOEHLMAN

Ann Arbor, Michigan
January, 1927

PART I. THE PROBLEM

Before we can make a plan, place it in effect, and then judge its results, it is necessary to locate the problem, to indicate its breadth and depth. In approaching the problem of public-school relations the attack is from the physical, legal, and social aspects.

The basis of the public relations problem is the necessity for keeping the people informed. Confronted by the factors of size, numbers, mixed population, community educational levels, and the competition of other public and social activities, the executive finds himself in a difficult position. The people will not come to the schools of their own accord for information; the schools must go to the people. Group activities are no longer so simple that the schools can demand complete and undivided attention. They must compete with other activities for the individual's time. In a word, then, the problem of public relations is to keep the people intelligently informed under modern industrial and social conditions.

MARYLAND SCHOOL BULLETIN

Vol. V. November, 1923 Number 3

SCHOOL PUBLICITY
A Professional Opportunity and Obligation

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ISSUED BY
STATE DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND

A page from the Maryland state program of public relations

CHAPTER I

THE PROBLEM

The necessity for keeping the public informed is as old as the public schools themselves. Of recent years, owing to the rapidly changing character of our social and economic life, polyglot population, and increased public activity, the problem of public-school relations has become extremely complicated and difficult for the average school board and superintendent. The urgent necessity for keeping the public familiar with the work of the school and the rapid changes and the complexity of the school program, together with the lack of knowledge and technique respecting this subject, have all combined to make of it a vital issue in the field of school administration.

The school executive in small, medium-sized, and large centers faces today a bewildering situation. How is he going to discharge his debt to the public and be fair to himself? Size of city, heterogeneous population, educational levels varying from illiteracy to university graduation, and increased community and individual activity present a picture that resembles somewhat the impressionistic production in its maze of color and apparent lack of coherency when viewed at too close a range.

If we step back from the splashes of palette-knife applied color the confusion gradually disappears until the entire production becomes a coherent expression. Just so does the kaleidoscopic social panorama become less complicated after the problem has been studied and analyzed from a distance.

Informational service vs. publicity. The minute a group of superintendents hears the word "publicity" there is voiced a sharp difference of opinion. One says: "I am against it." Another: "I am for it; it is the essential element of progress." A third: "The principle of it is good, but many applications have been bad." The reason for these different viewpoints is that one man reacts to the normally accepted definition of "publicity" and thinks of press agents, propaganda, movie stars, the loss of actresses' jewels, and Pomeranians. He feels that publicity is "news," consequently bizarre and with little foundation in fact. The individual who believes in publicity thinks probably of its better meaning and accepts its implications. The third man has seen something of publicity's basic values but refuses to accept the practice.

In the development of our problem the first term to be discarded will be "publicity" in its generally accepted sense. Public-school relations may be defined simply as *organized factual informational service for the purpose of keeping the public informed of its educational program.* It is opposed to publicity in the generally accepted sense in that it harbors no selfish motive and believes, as a basic principle, that the people are entitled to possession of the *facts* concerning their schools. It is impersonal, in so far as it is built around the welfare of the child rather than for the glorification and elevation of ambitious individuals.

With this definition clearly in mind, let us proceed to a consideration of some of the factors that complicate public relations.

The problem of size. Size of community presents no difficulty in the one-school district. A small, compact

community is served by a single school building. If the tuition-paying students are omitted, it is possible to walk around the entire village or town served in an hour or less. Actual personal contacts are easily possible between the school and the social group. But communities vary greatly in size and one school system may serve either a few blocks or as much as 288 square miles. The physical factor in the large centers is one that cannot be met by personal contacts but requires the use of many agents and agencies.

The problem of numbers. The manner of reaching any large number of different people is always a big problem. It is not so serious in communities of 500 as in those twice or ten times that size. The school executive may find from 500 to 3 000 000 individuals in his district, but whatever the number, the question of how to make effective contacts will be ever present.

The problem of population. The problem of population exists in practically all of our communities. From Puritan New England, now peopled by strangely different races, to California, from Louisiana to Minnesota, racial differences have helped to complicate the situation. The intellectual level of the community will vary with the complexity of this racial problem. One school system may serve representatives of half a dozen or even a hundred different nationalities. Each group has its own cultural level, its traditions and background, and its mode of thought, resulting from old country habits and training. The problem of educating these groups to the value of the public school, and then keeping them informed, is a serious and vital one. As members of the body politic, their ability to comprehend what is taking place, together with the social necessity thereof, will ultimately determine

the school program. It is vitally important that our conglomerate population be trained in American ideals and practices.

The problem of education. As a rule each of these population groups represents a different level. A fair-sized community contains a range of educational development that starts with the illiterate and ends with the graduate of professional colleges and schools. The mean level may be close to sixth-grade achievement, or it may be even lower. How will the school executive be able to reach at the same time the illiterate, the man of average training, and the college graduate?

The problem of group activities. People as a group engage in numerous activities. The level at which these are conducted determines the degree of civilization. The major social undertakings are economic, social, political, educational, and religious. The first three are the greatest from the time-consuming standpoint. In them, therefore, the people will manifest the largest amount of immediate interest.

From the standpoint of numbers served, many will feel that the educational activities might be placed second in the group. While these facts are readily admitted, it is quite apparent that there is not the same active interest in information regarding education as in the first three interests mentioned. Analysis of the newspaper—the reflector of public opinion—shows that education plays comparatively little part in reporting the day's happenings in comparison with economic, social, and political items. There exists a distinct problem in getting the people to take the proper interest in educational matters, which are so vital to our continued life and progress as a national entity.

The problem of the individual. Since in the last analysis it is the individual who must be reached in order to secure intelligent group action, let us examine the personal activities and interests of this most important person—the average man or woman. His individual activities and interests will be divided somewhat proportionately in relation to the social activities mentioned above. The average individual uses his day of twenty-four hours as follows: forty-two per cent of his time is devoted to physical activities—sleeping, dressing, and eating; thirty-three per cent is accounted for by his efforts to make a living, or is related to economic interests; recreation and social attractions claim twelve per cent; five per cent of his time is spent in transportation from home to work and back again; *only four per cent is available for keeping him informed*; three per cent for religious activities, and, finally, one per cent for political interest and activity. (See Diagram 1, above.)

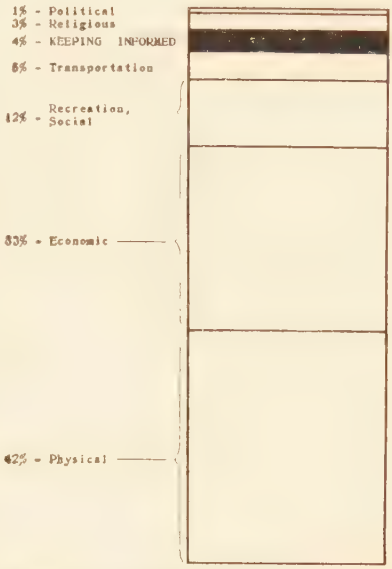

Diagram 1. Analysis of time by activities in the life of the average adult

This is an approximate apportionment of time in relation to individual activity. Different opinion or investigation might make slight changes in the distribution, but for our general purpose these variations would not change the result. The significant fact is that *only*

four per cent of a person's time can be devoted to keeping in touch with developments and to finding out what is going on in private and public enterprise. This small time allowance means that most of his information must come, first, from the most readily available source—the newspaper—and, second, from social contact with neighbor and fellow worker. There is a distinct problem in how to use some of this four per cent allowance to keep him informed of this most important social undertaking—public education.

Competition from other sources. Competition from other more immediate and, on the surface, more entertaining sources, complicates the problem of school board and superintendent. Think of the attractive subjects that easily present themselves through the press. Economic activities related to work, wages, cost of living, investments, and kindred subjects, all are vital to the bread-and-butter phase of our existence. Then transportation, the automobile—now rapidly replacing the weather as the common base for conversation—the inadequacy of surface electric lines, bus service, jitneys, boats, and railroads; all of them are fascinating because of constant physical contact and the resulting reactions. Health, religion, sport, national politics, local politics, recreation, art, music, movies, theater, "society," inventions, bootlegging, crime, and schools—in endless succession these dramatic and human-interest activities pass before us daily.

Every agency of human invention is taxed to furnish the latest occurrence, the most recent sensation. No part of the earth is too inaccessible, no event of interest too costly to gather. And for all this *only four per cent* (Diagram 2, p. 9) of an individual's time!

If events are allowed to take their own course, without organization and without effort, how much of this four

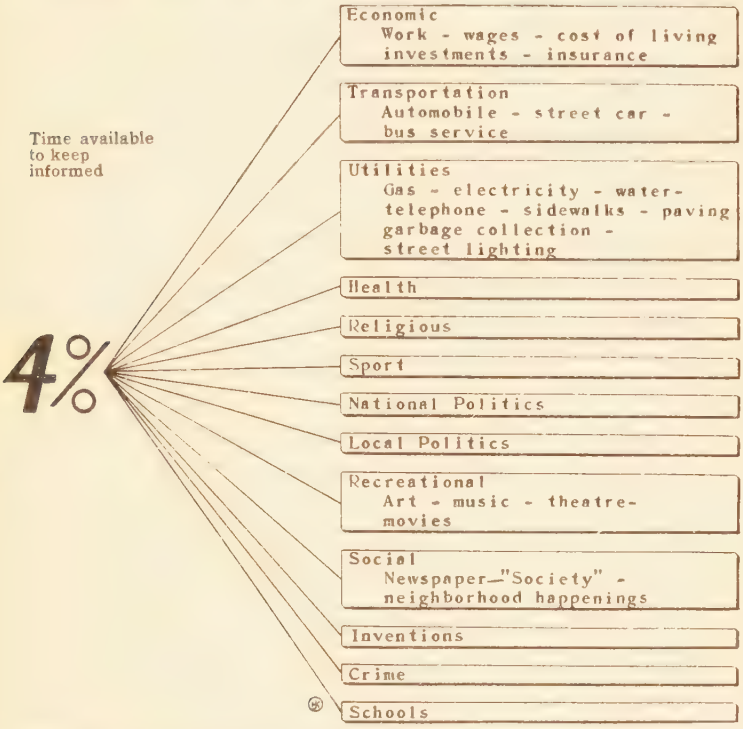

Diagram 2. Demands upon the four per cent of our time available for keeping informed

per cent will be willingly given to learning of the work and needs of the schools?

Competition of public activities. Assuming that the average individual takes a constant and strong interest in public activities conducted for his benefit by the group, he is confronted by from six to eighty-six or more highly specialized projects that demand his attention in the field of municipal government alone. Is it any wonder that

the average layman—and even the post-war, pseudo tax expert—in glancing over the municipal tax dollar for the first time, exclaims: "What a lot of money for schools!" This hasty glance has shown Mr. Average Man that on the average thirty-three cents are spent for public education; that another thirty-three cents are spent for his

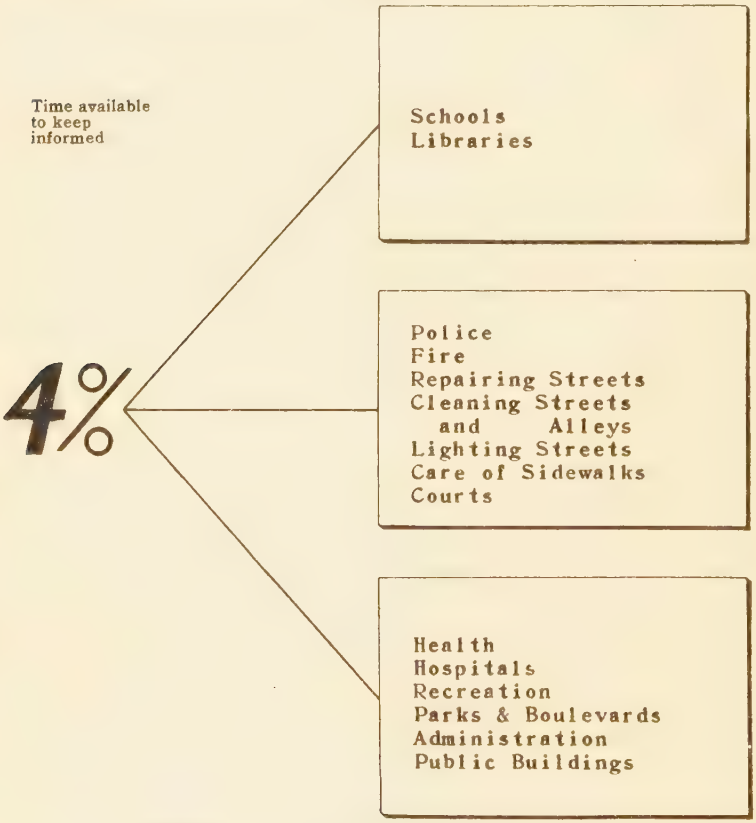

Diagram 3. Major types of municipal activities

physical protection in the way of police service, fire protection, courts, and keeping the city clean; and that

another thirty three cents goes for administration, recreation, parks, health, hospitals, etc. (Diagram 3, p. 10.) All of these sources spend only sixty-six cents of his tax dollar, while the schools a single agency consume thirty-three cents. What can he casually discover of the character of these activities? Let us turn to the press.

Municipal reporting centers largely upon the central administration and upon its negative aspects. How many newspapers interpret public service constructively to their readers? If the average citizen depends upon casual sources of information he can really know little of what is actually going on, the necessity for the activity, and the results or benefits to the group. Unless the public activities themselves furnish the citizen with the story of their function and their work, he has little real information about them. It is not entirely a matter of indifference that causes Mr. Average Citizen to learn no more, but rather the insistent demands of a multiplicity of easily available interests, coupled with a minimum of available time.

The complex school program. Suppose the same average citizen depended upon casual agencies for his knowledge and interpretation of the schools. The school program is complex. It takes years of professional training and experience to make capable teachers and administrators. There are fourteen or more major activities, each of a special character that must be understood. Hundreds of questions arise requiring technical knowledge for their solution. The average man is bewildered. If no agencies or agents are available to place the essential information before the citizen in a way that he can comprehend, how can the individual with the many demands upon his time be expected to keep himself informed? If uninformed,

how can he consider the school program intelligently? The answer is negative in both cases. (Diagram 4.)

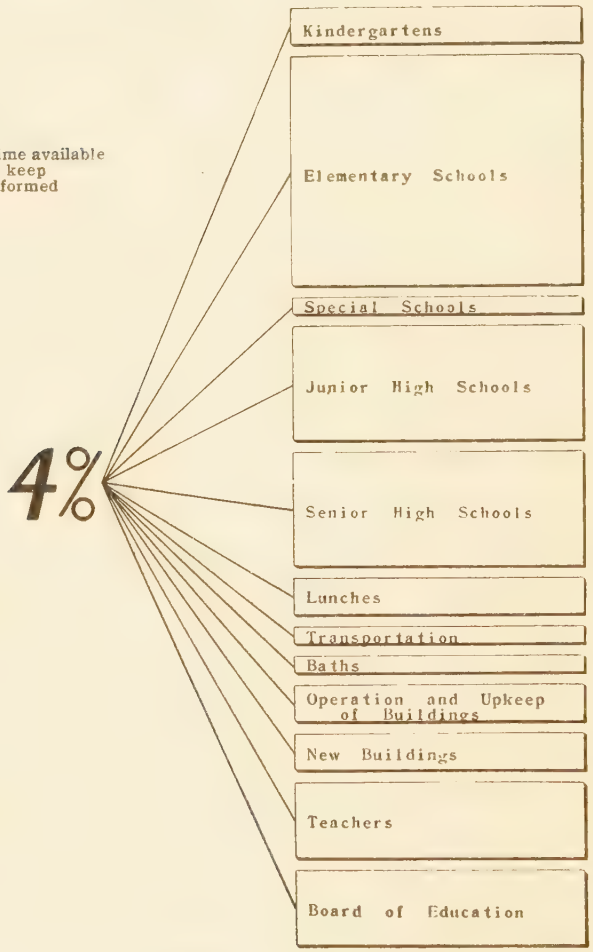

Diagram 4. School activities

Information essential to all the people. The problem of reaching the people has been recognized. What are we

going to tell them? What information do they need? In a democracy the people must be kept aware constantly of the social function of their public schools. In terms of this function the cost of public education must be presented to them. The schools have only one source of revenue—public taxes. Whether the people vote adequate school support willingly depends upon how well they understand what is taking place, and why. The schools must render an account of their stewardship constantly to the people. The degree to which they are successful in this respect will be reflected in the reaction of the people to the financial program. In so far as the American people have understood the public schools and their needs, they have contributed very generously to their support and have even gone into debt for them. The ever-increasing expense, accentuated by the large payments for national and state war activities, has caused the public to scan public-school costs critically. Unless the cost of the public schools can be translated to the people in terms of results, or changes effected in the child, rather than in terms of raw money expenditure, it is doubtful how long, under present conditions, increasing appropriations can be secured.

As the schools increase in efficiency the total money outlay will also increase. There is no evidence available to indicate decreases in costs. Thus the question of keeping the people informed of the work of their schools in order that they may provide for their adequate financial support is a continuous, never-ending problem.

Summary. In its essentials this is the problem. The school is the most important social activity conducted by the group for the child in the interests of society. In the last analysis the schools cannot rise above the conception

of their function by the social group. Intelligent appraisal can be made only upon the basis of accurate factual knowledge. The demands upon the individual's time are so great that on the average *only four per cent* of his time can be devoted to keeping himself informed. The most common information agency -the press —features the negative rather than the constructive side of public enterprise. The school at work is a highly complicated technical organization. To carry out its obligation to the public, the school is responsible for keeping the public informed. Further complications arise due to the size of the community, population make-up, educational levels, and the range of public activities. The problem of public-school relations is to keep the public fully informed in spite of the obstacles in the way. The solution means a constant stream of impersonal, factual information upon all phases of the subject involved, presented through numerous agents and agencies in simple, condensed form. Stated briefly, the public-school relations program calls for continuous information that must be (1) true, (2) brief, (3) frequently presented, (4) understandable to all, and (5) accessible to everyone in the community.

SUGGESTED READINGS

"Making a Publicity Program," by R. R. Spencer. *Journal of the National Education Association*, Vol. XIV, No. 2, 1925. P. 58.

A brief analysis of some of the factors involved in planning a publicity program.

Publicity and the Public School, by Clyde R. Miller and Fred Charles. Houghton Mifflin Company, New York, 1924. Introduction and Chapter I.

A discussion of the needs of the schools for continuous publicity.

Public School Publicity, by Harlan C. Hines and Robinson G. Jones. The Macmillan Company, 1925. Chapter I.

Discusses the need and nature of public-school publicity.

Publications of the Detroit Bureau of Governmental Research, by Dr. Lent D. Upson, director.

Publishes occasional bulletins that are good examples of reporting constructively to the people.

DISCUSSION PROBLEMS

1. What are the essential differences between publicity and informational service?
2. What is the difference between propaganda and informational service?
3. Show how the factors of physical size, numbers, character of population, community educational levels, and the complexity of the school program have complicated the problem of maintaining public relations in your own community.
4. Why are the verbal method and the annual report no longer adequate to meet the needs of the modern industrial community for informational service?
5. Analyze the daily activities of the average individual in your community. Show how much time he has available for keeping himself informed about the work of the schools.
6. List the public activities in which your community engages.
7. Show by examples taken from your own experience how a community reacts to an idea (*a*) when it is only casually informed and (*b*) when all the facts in the case have been carefully presented.
8. How is public appraisal of the school program affected by informational service?
9. What part did the World War play in bringing the problem of public relations before school boards and executives?
10. What serious post-war problems in public education were due in a large measure to the lack of a continuous informational program?
11. Why have so many inaccurate criticisms of public education by laymen appeared in recent years, and why have they been so seriously received by the people?

CHAPTER II

LEGAL AND SOCIAL ASPECTS

Having analyzed in the preceding chapter the major aspects of the public relations problem, let us now consider briefly some of its legal and social aspects as derived from a historical standpoint.

From his experience man has evolved agencies or means which act not only to conserve achievement but also to facilitate progress. The most common of these we call home, church, and state, each serving a particular function in the biological, economical, spiritual, and political phases of group existence. The third of these — the state — has appeared in many forms and variations, depending upon the stage of political and social development in the history of the nation. Sometimes as the master and again as the servant, the state is everywhere existent in crude or elaborate form. In the United States the state, happily for the people, is fundamentally the servant of the people, and exists as an agency through which the problems arising in a large community may be effectively solved and coöperative living facilitated. It has no reason for existence apart from being a means to these ends.

Modern state complex. The complexity of modern existence has been reflected in the development of the state. The twentieth-century state has educational, social, and economic phases, all for the satisfaction of wants of comparatively recent development.[1] Our discussion is concerned primarily with the educational

[1] Carl D. Thompson, in *Public Ownership*, lists sixteen public activities of cities, none of which may be termed political in type.

activities of the state, and particularly with the development of this phase in the United States. Although the foundations for state educational activity were laid in Massachusetts in 1642 and 1647, it was during the second half of the nineteenth century particularly that continuous development and progress have taken place. The American public-school system is an agency where social accomplishments are forced upon the child in order that the oncoming generation may preserve the institutions of the past. It may be adequately described as a process of social reproduction.

Establish separate government. In order that public education might more perfectly fulfill its function, the people have wisely set it up as separate and distinct from political government. To this end they have generally created by law a separate and distinct elective body—the school board—to which is intrusted the carrying out of the educational program. To this body have been granted the unique legislative powers of providing rules for the organization of schools and of levying taxes independently[1] of other legislative bodies to insure the successful operation of the schools.

These school boards have further been intrusted with the delegation of the executive function in the administration of the schools, and with the power, to a certain extent, of appraising their work and modifying the school program in the light of such appraisal. In other words, the people have definitely set up a government for the purpose of carrying on the essential activities of public education with a minimum of interference from the kaleidoscopic conditions that may prevail in the field of partisan politics.

[1]The majority of school boards in this country possess such powers.

The people have definitely retained, through their special representatives, an immediate responsibility for the conduct and development of their schools by placing the legal authority in the hands of a body that has the operation of the schools as its sole function, thereby clearly maintaining a direct control over the activities of the school.

Responsibility of the school board. In granting these rather full and complete legislative, executive, and appraisal powers to a separately elected and financially independent school board, the people have also clearly set forth an immediate and direct responsibility to the electorate upon the part of the board. This responsibility has been definitely recognized in the several states by incorporating certain requirements in the laws. In general these laws provide for the setting up and carrying out of an educational program by the board of education, and for reporting the results of the work of the schools to the public at stated intervals.

Early reporting. In colonial days this form of public reporting consisted of oral discussions in the town meeting. The oral method had practically passed out of general existence during the first quarter of the nineteenth century. The law of 1838 in Massachusetts provided for the presentation of a written report on schools to the annual town meeting. Some of these reports were published and some were not. Horace Mann estimated that "not more than half a dozen were printed" in 1839 in Massachusetts. During 1840 there were 25 printed reports, and in 1846 the number had increased[1] to 71. Although the New England states were rather faithful in their publication of annual reports in the earlier days, the practice has not

[1] *School Reports in American Cities*, by M. G. Neale. The Missouri Book Company, Columbia, Missouri, 1921, pp. 3-4.

become universal even at present. Neale found[1] that of 242 cities (8,000 population or over) only 66 per cent have published annual reports during the last five years.

State requirements. From a legal standpoint there are now twenty-three states whose statutes require the annual report to be made in printed form. Even in some of these states the boards of education do not always comply with the letter of the law, but issue reports periodically rather than annually.

Board legally responsible. For the purpose of this discussion the principle involved is definite from a legal standpoint. The fact that twenty-three states have enacted in statute form their insistence upon the part of the school board to report at regular intervals to the people on the condition of the schools, enables us to develop a general principle in respect to reports and publicity. The board of education, elected directly by the people, acting as a legislative and appraisal body, has a definite legal responsibility in reporting to its constituents upon the state of the public schools and in making recommendations for their betterment. Such reporting, whether verbal or written, whether presented annually or at more frequent intervals, is essential in order that the people may be constantly aware of the condition of their schools and of their needs. Upon the basis of such reports the people may appraise the work of the schools, form a favorable or adverse opinion regarding them, and then exercise their prerogative of general appraisal at the polls in either returning or in not returning their representatives to office. From the standpoint of the people it is not only desirable but essential that the board of education present constant and full information regarding the condition of

[1] *Ibid.*, pp. 22–68.

their schools. Only in so far as the public is constantly and intelligently informed of the work and progress of the schools, can it form intelligent opinion regarding it.

Summary. In its wider social aspects information from the representatives to the people is essential in the interests of progress. The public schools cannot rise far above the level of the community. An uninformed community is not capable of judging its schools intelligently, carefully, and truly. Such a community is subject to sudden emotions and desires in the hands of some designing and crafty demagogue. On the other hand, a well-informed group that has been carefully educated by the school board and executive in respect to the work of the schools is able to judge of the schools in terms of social need, and to guard the educational plan carefully against partisan, bigoted, and ignorant attack. The school board, responsible to its grave trust, will see that its executive and staff not only keep the people informed of progress, but ultimately train them in the use of simple tests and standards whereby they may themselves analyze their schools and determine to what degree they satisfy their own and their country's needs. Having established the legal and social basis of public-school relations it is possible to analyze, organize, and appraise the agents and agencies involved in the development of this problem.

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School and Society, by John Dewey. The University of Chicago Press.
A fundamental statement of the relation of schools to the social group which should be read by everyone.

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Chapter III, "Education and Democracy."

Public Ownership, by Carl D. Thompson. Public Ownership League of America, 127 N. Dearborn Street, Chicago, Illinois.

School Reports in American Cities, by M. G. Neale. Missouri Book Company, 1921, Columbia, Missouri.

Principles of Education, by J. Crosby Chapman and George S. Counts. Houghton Mifflin Company, New York, 1924.
Part III, pp. 195–330, "The Sociological Foundations of Education."

DISCUSSION PROBLEMS

1. What are the legal provisions in your state for reporting upon the condition of the schools by the school board to the people?
2. What are the advantages and disadvantages of having a separate government for public education?
3. Why is the school board responsible for the maintenance of public relations?
4. Trace the major steps in the evolution of the public relations activity in American public education.
5. Why was provision for written reports made in school laws as early as 1838?
6. How do you account for the fact that twenty-three states still require the publication of annual reports?
7. Discuss: "The public school, as a social institution, is limited by the intelligence of the community."
8. Discuss: "The group must realize that the function of the school is social reproduction, just as the function of the family is individual reproduction. They will not come to this realization instinctively but through a process of careful education."
9. List the means and methods through which your local school board keeps the community informed in respect to the work of the schools.

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History and Administration of Education
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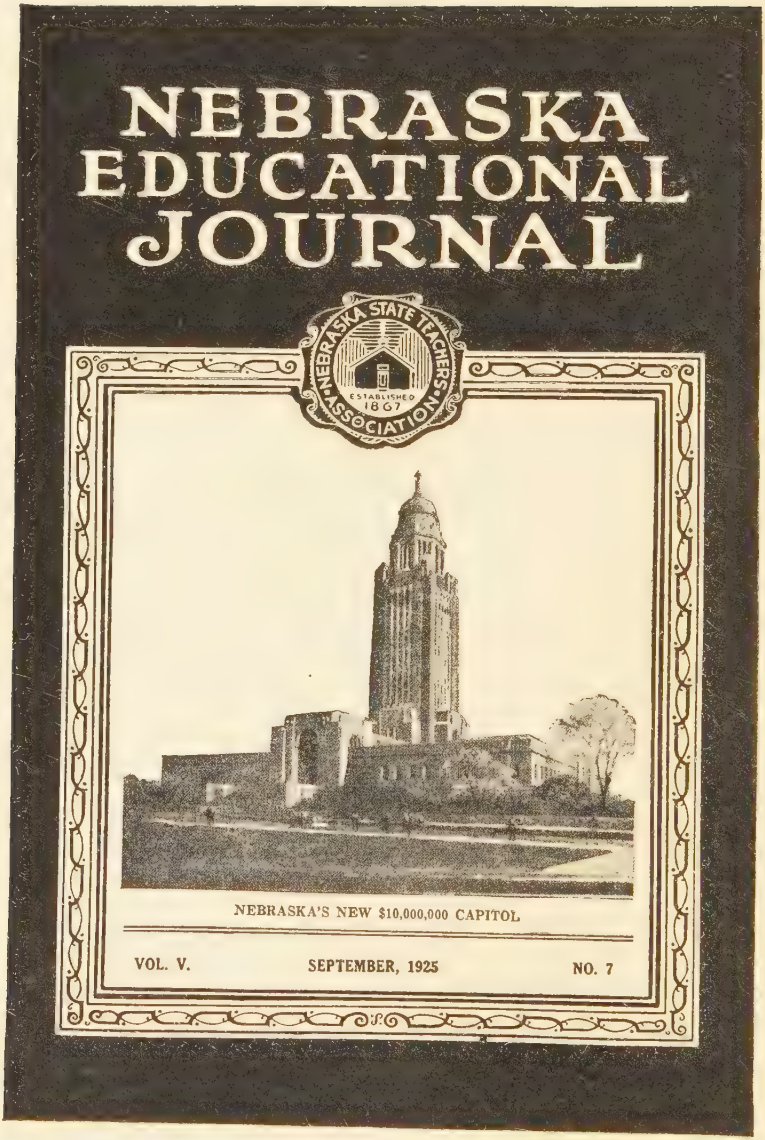
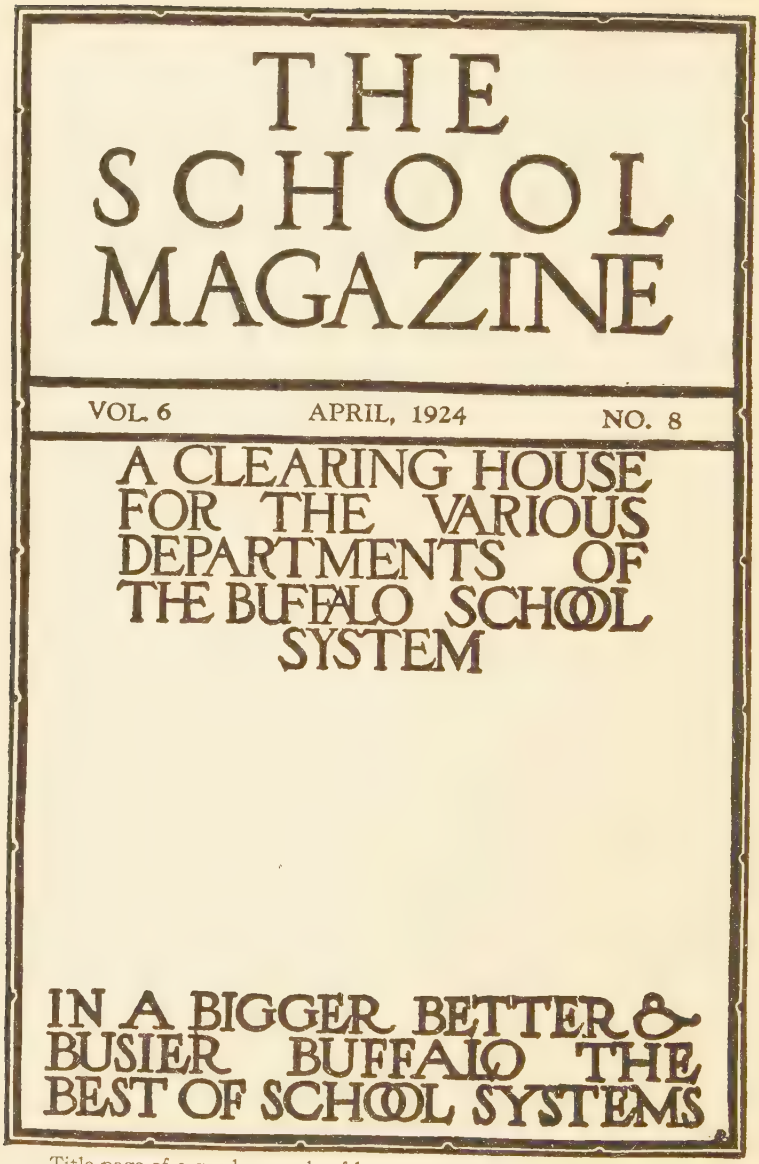


Cover of the *Nebraska Educational Journal*, published by the State Teachers' Association

PART II. THE ANALYSIS

In analyzing the problem of public-school relations our approach is from the standpoint of needs and the essential materials to satisfy these needs. The needs consist of the different types of information required by an audience made up of many classes of people. The materials are the agents and agencies through which these needs must be satisfied.

The basic need for complete information is common to all groups, but the manner and method of presentation vary directly with the type of audience. Each audience has a twofold aspect, for each member is first of all acted upon by material presentation and in turn becomes an active agent in carrying the information to other groups. The technique of public-school relations is therefore rather complicated until all of the actors and the vehicles of expression and contact are analyzed and considered in their proper relationships.


THE
SCHOOL
MAGAZINE
VOL. 6 APRIL, 1924 NO. 8
A CLEARING HOUSE FOR THE VARIOUS DEPARTMENTS OF THE BUFFALO SCHOOL SYSTEM
IN A BIGGER BETTER & BUSIER BUFFALO THE BEST OF SCHOOL SYSTEMS

Title page of a good example of house-organ style of school bulletin

CHAPTER III

TYPES OF INFORMATION

The position of the school executive in respect to the audience he must consider and satisfy may be graphically described by a series of concentric circles (Diagram 5, below), of which the superintendent occupies the center ring. Arranged in order of size, he is confronted, first, by the board of education; second, by the teachers; third, by parents; fourth, by children, and, fifth, by the general public. Whatever his immediate problem or need, all of these type audiences must be considered in their relation to each other and to the entire plan. While all of these groups have some matters in common, the manner of presenting information, its subject and scope, will depend upon the particular cross section of the general audience involved and will tend to vary directly with it.

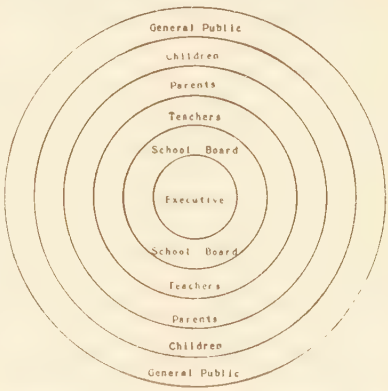


Diagram 5. Differentiated audience confronting the executive in the development of a public relations program

The superintendent, in developing his program of public relations, finds himself immediately confronted by the complexity of the groups to be served and the method of best serving them. The first problem to be faced is the board of education. What information should it have? In what form should it be presented?

Information for the board of education. Information that the board of education needs from its executive officer is necessarily technical in nature. The board, as a legislative body, is responsible for complete knowledge of the condition of the schools and for appraising the results of policies that have been put in force. Such information will deal with the conditions in respect to instruction, finance, housing, child accounting, and needs. In most respects it is rather technical and detailed in character, and much of it is valuable for executive and legislative perusal only.

In a modern school system organized upon a functional basis the executive will see that there is a constant stream of such information running to the legislative body, in order that each and every member shall be cognizant of the exact condition of the school system and thoroughly acquainted with its needs, and thus able to act intelligently upon the questions of policy that constantly arise.

The matter of keeping the board informed of conditions in the schools is one of the major functions of the executive. It requires a great deal of work and much patience in the education of individual members who may have only a slight conception of their real function and who possess sensitiveness in respect to their "inspectorial" privileges. But the results of such a policy are not only worth the great effort involved but may be considered as a primary duty of the executive.

Quite apart from the question of responsibility, the policy of furnishing factual information to the board is the best protection for the schools and for the executive as well. It is far better that board members be constantly kept aware of conditions upon a fact basis than to have them secure their information by the "grapevine"

methods employed by malcontents and self-seekers. Every executive is aware of the grave dangers involved in the latter procedure. Gossip, fancied wrongs, and misconception of the real function of the organization have resulted in much permanent injury to both schools and executive personnel.

All the information the superintendent possesses should be transmitted to the board. Nothing should be kept back. It cannot be overlooked, however, that the material collected by the executive is bound to be rather technical in nature and must therefore be carefully organized and interpreted by the executive. While a primary function is to keep the board informed, a corollary thereto is that the board shall be kept *intelligently* informed. Intelligent information means careful compilation and analysis, not the throwing together of heterogeneous masses of unrelated and technical information for interpretation by laymen untrained in the science of education.

In the process of such interpretation the executive may find that certain facts must be stressed while other facts are clearly subordinated. Nothing can be said against this procedure providing that the work is honestly and conscientiously done, and that all of the information is ultimately included in the form either of footnotes or of appendices. This is essential in order that the legislative body may intelligently consider the superintendent's analysis and form its own conclusions whether such findings are justifiable in the light of all the known facts.

A variation of this method is the presentation to the board of all the basic information. In a separate report the executive would make his interpretation of these data. The legislative body would then possess the basic facts and the executive interpretation in parallel form. From

a study of both reports the board would come to its own conclusions regarding the state of affairs and the desirability of taking action.

The executive must be careful to remember that the legislative body, as the representatives of the people, has full power to receive, consider, adopt, modify, or reject the findings of the executive. Negative action by the board does not necessarily indicate lack of confidence in the executive but rather the reaction of the group representing the selected lay mind as opposed to the purely professional mind.

Instruction. Information that the board of education needs in respect to instruction will consist of facts relating to the efficiency of teaching or the achievement of the children as related to the objectives and aims set forth in the course of study. While these results are of themselves technical in character, they may be presented quite simply through narrative and graphic methods, with the purely technical material tabulated and carried as the appendix. All information upon instructional efficiency should show the achievement as indicated by the results of standardized objective tests. Not only must present conditions be presented, but careful comparisons must be made with similar periods in the past in order to show improvement or retrogression. Similar information, too, may be gathered from other cities, and comparative levels of achievement thus determined. The development of instructional information for the board of education is one of the most vital problems confronting the executive and, sad to relate, it is one of the most neglected at the present time.

The administrative phases of instruction must receive careful attention. These include promotion and failure

reports, age grade, age-grade progress, health, and nationality. The relation of teacher to pupil load, the efficiency of teachers, their length of service and their preparation, and the results of up-grading policies are of equal interest to the board. Conditions in these respects should be completely presented, together with comparative data, indicating changes.

Housing. An ever-present and vital problem in our rapidly growing school districts is that relating to housing. The board must be made familiar, through monthly reports, of the exact conditions of the physical plant in respect to size of class, type of building, and manner of use, together with comparative information that will show betterment or poorer conditions. The conclusions to be drawn may be formulated annually into the building program for the succeeding year, a relatively simple matter if the board is constantly and thoroughly aware of needs. Again, by simple narrative statements supplemented by graphic illustrations, these conditions can be presented in such a way that they are easily within the comprehension of the average individual.

Child accounting. The state, by law, sets the child-accounting problem. The age groups included in the census and the limits of compulsory school attendance and the administration thereof are all determined by the state. The local board of education, as the district agent of the state, is responsible for carrying out the law. The board must know the range of its child-accounting problem (school census) and how well the law is being enforced (school membership and attendance).

Information of this nature may be furnished to the board of education by monthly reports showing the number of children actually cared for, and calling attention

to the problem of finding those who are absent from school without valid or legal reason. Monthly reports are essential because school membership, owing to fluctuations caused by the moving about of families, is quite variable.

Finance. The finance program is basic because it furnishes the means for the carrying on of all other activities. While the routine work of finance is a part of the executive function, it is likewise true that the consideration of finance policies is directly a function of the legislative body. It is essential, therefore, that full and constant information regarding financial conditions should be always before the board. The legislative body can be furnished monthly statements in respect to the condition of the several funds and be given comparative cost statements annually. Since raw money or unit costs have but little value except for executive guidance, every effort should be made to translate such costs into units of achievement, in order that expenditures may be properly compared with results instead of merely with per-capita or time units.

The technical budget is prepared by the executive in the light of the policies set forth by the board, and the budget should always be presented to the legislative body analyzed upon the basis of such policy.

Summary. To summarize, the legislative body in charge of public education must be as familiar with existing conditions in the schools as is the board of directors of a commercial corporation. The responsibility for the furnishing of such information rests with the executive. The superintendent is responsible for the interpretation of these data, but he is also responsible for presenting all of the information to the board. While such a policy may

from time to time cause some embarrassment, it is, in the long run, the only safe and worth while procedure and is furthermore one of the real obligations the professional executive has in respect to the representatives of the people and to the public itself.

Information for the teacher. Information for the teacher presents a different problem from that for the school board. The teacher is not immediately interested in the ways or means of financing, or with technical research in respect to building, heating, or ventilating, or with the methods of hiring and paying janitorial service. She is, however, immediately and vitally interested in the program and policy of instruction, in its efficiency, and in the methods by which its objectives are to be achieved. She is interested from a bread-and-butter standpoint in salaries and other tangible rewards of merit, and desires to know exactly how such plans are administered. She is interested in the problems of child accounting and of finance as they relate to the interests of instruction and of herself. She is professionally interested in anything that will make her contribution of greater value to the child and to the community. She is interested in all that may be discovered in the field of instruction, not merely in her own school system but in other progressive cities as well.

Under progressive and ideal leadership these interests may be stimulated and used to the advantage of public education, but they may be stifled and even killed, degenerating into dull routine, under autocratic, selfish, and unintelligent direction. The teachers, like all other types of public servant and private employee, work to best advantage and produce the best results when they have full knowledge of the necessary facts and conditions

underlying their work, and when their professional interests and ambitions are carefully developed under wise leadership. Since such is a fact too well established to call for elaborate argument, and since the people are entitled to the best possible results of applied intelligence in the problems confronting their children, it is essentially the duty of the board of education to demand, and to demand insistently and constantly, that their executive develop a program that will achieve this essential end—an intelligent teaching body working harmoniously and progressively in the interests of the children and of the community.

The basis of information for teachers must be, as in every other instance, complete confidence. The board and the executive should first of all win the confidence of the teaching corps by both word and act. There must be action, based upon factual information with complete absence of political chicanery and favoritism, before credence will be placed in words. But once this confidence has been gained, progress will be made.

Problems to be discussed with teachers may be divided roughly into those that are inspirational and those that are professional in character in a technical sense. The mediums through which these problems may be presented are written, oral, and visual. In any well-organized program all these means will be used, but in the long run the most effective type will be the written, by which contacts are made at definite intervals. The most effective written means is through a monthly or bi-monthly bulletin or house organ. If confined to information for teachers, such a bulletin would probably be rather technical in nature, although not necessarily dull and uninteresting. Technical material can be presented in such a way as

easily to hold the interest of the reader familiar with the field.

In such a bulletin would be discussed changes in the school from a historical, psychological, economic, social, and philosophical standpoint. Present conditions in instruction, with possible remedies, can be successfully demonstrated both by experimentation at home and by results of trials in other places. All other phases of interest may in like manner be brought constantly before the field worker. An intelligent understanding of local economic conditions and the field of taxation may serve to explain salary limitations or increases. A discussion of the coöperative nature of the school may serve to bring teachers, janitors, children, and parents into closer contact. Finally, there must be information purely inspirational in character that stimulates the teacher to greater effort and strengthens professional ideals and attitudes. As man cannot subsist by bread alone, so neither can the teacher develop on purely technical material. The emotional side of her nature must be fed as well as the intellectual.

Information for the parent. The parent represents a vitally interested audience that may be kept in contact with the school through the child, the activities of the school, the school building, the press, neighborhood group meetings, personal contacts with teacher and principal, visually, and through printed bulletins. While the interest of the parent is extremely vital, it is restricted more immediately to the field that most intimately concerns the child. The information presented to the parent is most effective when expressed in terms of the child and the child's needs. Any of the above-mentioned mediums are effective if intelligently and continuously used. In

smaller systems the oral contacts are most easily and unobtrusively established, while in larger communities the visual and written contacts are considered essential. The written contact may be achieved through periodic communications from school to home, by which information is simply but convincingly presented. The parent-teacher movement has in its organization the germ of the most effective means of maintaining relations between the parent and the school, and under proper leadership it should develop into the most effective medium.

Information for the child. The child should have a rather complete knowledge in respect to his own school, its aims, its possibilities, and its meaning to him, expressed in understandable and meaningful terms. The possibilities here are unlimited. Through the medium of the curriculum, the school assembly, the school government, and the school paper, the social value and necessity of the public school can be firmly established in the experience of the child. The financial sacrifice of parents and community can be impressed upon him through mathematics, while the historical struggle of his forbears for free education may be presented vividly in the social sciences. By slight adjustment of subject matter the entire curriculum can be made to drive home this valuable need.

The various projects can be developed in terms of the child's ability through the school paper, which may again be a powerful factor in establishing channels between home and school. Through visual means, through speeches and debates, the child may be kept fully informed of the school in its relations to him.

Information for the public. The type of information required by the public at large is that relating to existing conditions, possible remedies, and the needs of the schools.

Much of this may be given through the medium of the public press, by the reaction of the public to the children and to the school plant itself, through speeches and through visual presentation, and by presentation at constant intervals of simply written statements regarding school conditions. This does not mean that any avenue of communication or approach can be neglected, but it does mean that no single contact with the public is sufficient to keep it informed. The population of our larger communities is rather heterogeneous in character, and different methods of appeal must be used with different groups. To be effective, all of these agencies must be *constantly* and not periodically used. Every member of the school board, the superintendent, his staff, the teachers, janitors, and other employees should constantly and consciously devote much of their time to the stupendous task of keeping the highly divergent groups comprising the general public thoroughly and completely informed of the school and its needs and so develop and stimulate an interest that will make it impossible for private and partisan interest to either use or abuse the schools.

Summary. The types of information required by the several groups interested in the public schools will vary directly with the audience. The audience consists of school board, teachers, parents, child, and the general public. To keep all these fully informed of the state and needs of the public school requires a variety of mediums, oral, visual, and written. Information, simple, understandable, and based upon fact, must be presented to each group in accordance with its needs. Such information must be constant and regular in its character, because the full value of publicity is derived from its cumulative effect. Information given to any of these

groups must be impersonal and truthful, in the interests of a great cause and not in the interests of an individual or a group of individuals. In the interests of the social ideal, personal ambitions and personal aggrandizements must be subordinated and kept distinct.

DISCUSSION PROBLEMS

1. How does the character of the audience affect a public relations program?
2. List eight reasons why the executive's problem in developing informational service is complex.
3. Why is it essential that public informational service be developed upon five levels?
4. List the types of information that your board of education receives during the course of a school year.
5. Analyze the official proceedings of the board of education in your community, and list the nature of its activities.
6. Discuss: "Adverse action upon recommendations by the superintendent is not necessarily an evidence of lack of confidence, but rather the exercise by the board of education of its legal appraisal function."
7. Discuss: "A teacher's job is to teach. The less she knows about the administration of a system, the more time she will have for her job. Give her a course of study and a textbook, and tell her to teach."
8. Discuss: "Another one of these fads that we school board members meet with frequently is the idea of telling the parent and the child all about the school. Nonsense, I say. It is the school board's business to run the schools and the parents' to see that the children are on time. When they are bad it is time enough to call in the parent. We cannot spend public money for fads."
9. What is the difference between a public relations policy and a public relations program?
10. What are the different practices of furnishing information to the board of education by the executive?
11. What are the types of information essential for keeping the board of education informed?

12. What information should the teacher be given?
13. What is the value of confidence in public relations?
14. Write out a plan by which you would instill confidence in a group of teachers who were suspicious and distrustful.
15. What is the essential difference between the information given the teacher, the child, and the parent?
16. What are the arguments for and against including the janitor in teachers' meetings?

CHAPTER IV

AGENTS

After having analyzed the audience and the type of information each group needs, the next problem of the executive is to determine the agents available for carrying on such coöperative enterprise.

Responsiblity. The responsibility for a public relations program that has been approved by the board rests with the executive directly. In this duty he may be almost the sole agent or he may be assisted by his administrative staff, his public relations specialist, and the supervisory staff, depending upon the size of the community. He is the single individual with whom the board of education deals. The legislative branch outlines the general program, but its details and administration are the duty of the executive. In the larger community the public relations specialist can easily work out the administrative details, but the superintendent must be constantly aware of the results of all activities; he must be able to appraise the outcomes intelligently; he and his staff must hold themselves in readiness to assist in any place where their help is needed. Speeches, lectures, and social contacts form the major portion of their work, although in addition the superintendent, as the professional leader of the teachers, must constantly through written appeal present his ideals, views, and program to every individual member of the teaching staff.

In order to appraise the effects of every type of public relations service scientifically, objective tests[1] should be

[1]See Chapter XVII.

devised and applied and the results considered impersonally upon a fact basis. As in the case of instruction, the spending of a certain amount of effort or money, or both, on a public relations program does not necessarily mean that returns will be equal to outgo.[1] Periodic and general propaganda campaigns are assumed to be efficient if the immediate results are obtained. This method of judgment is inadequate in the long run and should be replaced by more certain and impartial methods. The responsibility of the executive is not only for the carrying out of the program but also for the executive appraisal of its results.

Available agents. There are three groups of available agents to share in the development of a public relations program. These are (1) professional; (2) organized, and (3) not organized. The professional group includes school-board members, superintendent, headquarters staff, principals, teachers, and janitors. The organized group consists of school children, parent-teacher associations, and clubs, the last including organizations of a social, fraternal, and commercial nature. The unorganized division consists of all other agents involved in the program, including editors, reporters, prominent and socially minded citizens, the clergy, business men, and office holders. While each of these groups has a definite part in the carrying out of a public relations program, the professional group is essentially responsible for the organization, direction, and active carrying on of the work. The second and third groups include more or less passive agents who must be stimulated and motivated by the professional agents.

[1]What the efficiency of such a program is or should be cannot be definitely stated at present, for nowhere has such factual appraisal of public relations service been made.

The professional group. The professional group, including legislative, executive, and appraisal agents, has a variety of duties and responsibilities which the superintendent must realize and then capitalize. Let us consider them from the standpoint of function as the school-board members, principals and teachers, and non-professional employees.

The school board. In their official life the members of the school board are representatives of the people and are responsible to them. One of their obligations is to be thoroughly familiar with the conditions of the school in order to appraise their work in terms of the popular program and in order to acquaint the people with their work. As an official body such responsibility means the development of a public relations policy and instructing the executive to carry it out. As individuals they are charged, whenever the occasion warrants, with presenting to the people information concerning the schools. Such information should represent existing facts and must not be based upon personal humor or prejudice.

The school-board member who permits personal opinion and prejudice to sway him in his official and non-official contacts is derelict in his duty and not true to the great responsibility that the people have imposed upon him. It is unfortunate for the schools that a few men who are politically ambitious, and others with ulterior motives, are occasionally elected to the school board. Seeking personal publicity, they pose as sole guardians of the public trust or treasury, and by the constant use of destructive criticism they achieve the pleasure of seeing their names in the headlines and their pictures on newsprint. They fondly hope by this means to become household words in order to gain votes. In most cases

a discerning public retires them in a few years because they represent obstacles in the path of social progress.

The school-board member who conscientiously fulfills his trust and meets his obligations to the people will find that the confidence gained upon a basis of constructive information will be lasting and worth while. The place of the school-board member in a public relations program is one of peculiar importance and significance, for by virtue of his official status he determines the program; and by his personal activities he may make or mar it. His relationships to the public may be developed through oral and social contact agencies. He should upon all occasions appear as the impersonal champion of the public-school program.

Principals and teachers. Owing to their numbers and their close contacts with the children and parents, the principals and teachers form a very important link in the number of agents who participate in a public relations program. The teaching force of a medium-sized or large-sized school district has in its professional organization the germs of great possibilities. If the minimum contacts made by an individual teacher be considered as low as twenty, then the teaching force in a city of one million could reach and influence more than one hundred thousand people, who in turn would extend the circle to others. If schoolmen have been unaware of the constructive possibilities of the teaching force in influencing public opinion, canny politicians have not. Almost every center of any size has been forced or is forced to face the problem, developing as a result of the pressure and promises exerted by politicians, who see in the teacher organization a powerful factor in partisan politics. Several of our larger cities bear eloquent witness to this fact.

The organization of teachers for partisan purposes cannot be too strenuously decried, but their organization and use in keeping the problems of public education before the public on an impersonal and fact basis is perfectly ethical and highly desirable.

In order to achieve this result the administration must have the confidence of the teachers. They must feel certain that the board of education and the executive are operating the schools in as democratic a manner as possible in the interests of the children. They must also feel assured of the honesty, sincerity, and fairness of the administration, and in the importance of their mission. This may be accomplished both through precept and example, although the latter is more eloquent. Honesty and fairness in the executive generate loyalty toward the program on the part of the field worker. The school program, its aims and objectives and its social necessity, must be understood. Through the house organ and through the leadership of the principals this end may be achieved.

The teachers are then in a position to be interested in the general information that the children, parents, and public with whom they come in contact should have as their group and individual right. Disloyalty of teachers to their profession, and absence of interest in the welfare of the schools, are due in most instances to a lack of understanding of school policies and a lack of faith in the integrity of the administration.

It is this distrust and disquiet that have been most largely responsible in recent years for the organization of teachers into unions to protect their interests and serve their individual purpose. No one is more to blame for the union movement than principals and superintendents

who use the time-worn method of brutal, arrogant, academic autocracy in administration. On the other hand, in school systems where the teachers understand conditions and are convinced of fairness in procedure, there is little selfish organization and a tremendous amount of professional enthusiasm and effort that await only constructive leadership to bring about wonderful results in public education.

The teachers can make or break a program. But the executive who has an understanding of human nature and of democratic administration can weld his teachers into an active whole whose influence in the life of the community may be of untold value outside of as well as within the schoolhouse. Modern administrators are gradually beginning to see the social possibilities of democratic administration.

The janitor. In smaller communities the importance in the scheme of public relations of the janitor or custodian, under which collective term we will include all nonprofessional employees within a school building, is fully understood and appreciated. A year seldom passes without some superintendent losing his position owing to the machinations of some malcontent employee of this type. The janitor has his contacts, both socially and politically, with a stratum of the general public that the teacher or superintendent seldom reaches. Ordinarily the executive could not approach this group since, not speaking their accustomed language, he would be received by them with suspicion and thus be at a considerable disadvantage.

The janitor is, then, a character who must be considered an important agent in a public relations program. A janitor who is well treated and well paid, who takes

an interest in his work and in the school, can be used as an active agent in the general program. A dissatisfied, disgruntled janitor, on the other hand, makes himself felt in quarters where political influence is potent and where personal dissatisfaction may finally resolve itself into serious questioning by office holders to whom these complaints come. As in the case of the teacher, a janitor who has confidence in his superior officers, who is interested in his work, and who is treated by his immediate superiors, teacher and principal, as a human being, can help greatly in keeping the public-school program before his friends and associates in a constructive way. There are those who feel that much might be accomplished in better integration of operating and instructional service if the janitor or custodian felt himself more a vital part of the school organization. This might be accomplished through inviting him to be present at teacher meetings, where he could become familiar with the teachers' problems and could also present his views. Such contacts would probably make for better understanding and effort.

The organized group: children. In the organized and secondary group of agents are found school children and parents in their social, fraternal, and economic aspects. The school children form the connecting link between home and school and, as organized and responsive agents, play a large part in the development of a public relations program. The four per cent of the average parent's time that may be devoted to keeping himself informed may be extended greatly by the activity of the child in forcing consideration of school problems upon the adult at meal times and at other family discussions. The appeal of the children is direct and strong, and care

must be exercised that their share in the program be that which may be justly assigned to them. The reaction of the child depends more upon the conscious example of the school than upon intermittent preaching. The child is a responsive and intelligent agent who operates better from inner motivation than through external drive and administration.

Parents. Parents secure their reaction to the schools in three ways. The first is from the child, the second through personal contacts with teacher and principal, and the third through neighborhood social intercourse. The value of the parent as a direct agent in behalf of the schools depends upon his level of intelligence and ability to understand and appreciate what the school is doing, together with his reaction to the work of the school as secured from the above-mentioned sources. Since the school should be one of the nearest interests of the parent, the father and mother tend to rank relatively high as secondary agents, as opposed to the professional group who might be nominated primary agents.

Parents in turn comprise the greater portion of the membership in club or organized social, fraternal, and commercial groups. When acting coöperatively with the teachers, they form a most significant and valuable social agency which will be discussed in the following chapter.

Unorganized agents. Unorganized agents consist of individuals who may constantly or periodically play a big part in a public relations program. They are considered as tertiary agents because their professional relations as individuals are somewhat different from those of the children and parents. They may be individuals, or they may appear in small groups. At some time many of

them will be classified in some of the groups previously discussed. Their tertiary relationship depends largely upon social or professional standing.

The most important members of this division are those connected with either the press or the church, for each in his official capacity has the potential power of appealing to a large and sometimes immense audience in a way that is seldom possible for members of the first two groups. Their apparent isolation from the immediate problem sometimes makes their appeal more authoritative. They react to the opinions of both the primary and the secondary group, showing a tendency to lean toward the opinion of the secondary group because it more nearly represents their audience. In the last analysis the organized groups consisting of children and parents will probably be the determining agents in any general program. The ability with which the professional groups are able to present their program will be somewhat reflected by the final reactions of the third group.

Summary. In any well conceived and well executed public relations program the executive must deal with a series of agents who may for general purposes be divided into the primary or professional group; the secondary group, consisting of parents, children, and club members; and the tertiary group, composed of editors, reporters, clergy, office holders, and business men in their official and non-parental relations.

Each of these three groups of agents has its peculiar part to play. The professional group is responsible for preparation, dissemination, and stimulation through leadership; the organized group for reception, reaction, and watchfulness; and the third group for stimulation, motivation, and leadership.

DISCUSSION PROBLEMS

1. List the agents engaged in public relations activity in your community.
2. What is the professional responsibility of the teacher for public relations?
3. What is the professional responsibility of the principal for public relations?
4. Discuss: "In a public relations program the professional group is both audience and agent."
5. Discuss: "The great problem in public-school administration is to secure the complete and aggressive support of the teaching force. Several generations of petty bureaucratic management have put FEAR and MISTRUST into the teaching force in capital letters."
6. Discuss: "Democracy in administration does not mean inefficiency or meddling by minor agents but rather cooperative group activity based upon intelligence, knowledge of the problem, and confidence and loyalty developing as a result of such knowledge."
7. Discuss. "Another fad due to the war! Democracy in administration! It is time we board members took a serious stand against the unwarranted demands of the teachers, who are only our public hired men and women. What we need is a superintendent who has nerve and who will drive the help to get what we pay for. This democracy stuff is only bunk."
8. Discuss: "Professional snobbishness upon the part of the teacher is largely responsible for the negative attitude of the janitor toward the school and its works."
9. Why is the parent the most valuable single agent in a public relations program?
10. Discuss: "Social organization today is so complex that no one is too humble to lack importance as an agent in the work of keeping the people informed."

CHAPTER V

AGENCIES

After the executive has analyzed his audience, the type of information demanded, and the agents among whom program responsibility may be divided, he seeks the instruments through which his agents may work. There are four groups of agencies: (1) written, (2) visual, (3) oral, and (4) social. Any one of these agencies may be employed specifically by a single agent, but all four are so complementary in their relation to a general program that over any considerable period of time every one will be used. The written group includes house organs, reports, research studies, newspapers, school papers, home-contact bulletins, catalogues, and direct advertising. In the second group are films, stereopticons, drawings, posters, and schoolhouses. The third includes speeches, lectures, and radio, while civic participation and social contacts comprise the fourth group.

Written agencies. Written agencies may be classified in two groups, those developed within the system under careful supervision and those employed outside of the system where the factor of control is not large. The first group includes bulletins, research publications, house organs, letters or bulletins for parents, school papers and magazines, reports, catalogues, direct advertising, and courses of study. The second list is comprised of newspapers, daily and weekly, club magazines, and bulletins.

The difference between these classifications is the audience and the degree of direct control that may possibly be exercised. Bulletins, house organs, and courses of

study are primarily rather technical in nature and appeal to a limited professional group. The preparation and editing of these is done chiefly by individuals who are specialists and technicians in their particular field.

Letters to parents to keep them informed are prepared by staff members and present difficulties in development. They must tell the story of the school in language so easy and simple that the average of the group a sixth-grade development may comprehend. While prepared under perfectly controlled conditions, the character of this work demands that material be presented from the newspaper point of view, and the editor requires newspaper experience as a background.

School papers should be definitely considered as a part of the general instructional program and developed with this objective in view. The work is done almost entirely by children, so the control factor in this instance is furnished by the teacher in respect to stimulation, advice, and guidance.

Catalogues and direct advertising have a narrow appeal in respect to information. They call attention to various types of schools and present specific information in respect to them for prospective students. They relate largely to secondary and evening schools, colleges, and specialized units. Because of their public nature the schools can do very little direct advertising without being subjected to severe criticism. Most of the newspaper advertising considered possible is that relating to proceedings of the board, notice of bids, sales, and matters of a similar nature. Direct advertising, save in special money raising campaigns, is limited to poster and dodger furnishing information in respect to specialized schools—particularly adult education of elementary, secondary, and collegiate grade.

Newspaper, club, and local magazine publicity is almost entirely beyond control. Information for this group is generally furnished by some staff member of the particular organ involved. The initiative may come either from the schools or from the publication, but in either event the material received is finally prepared by a professional writer from the "news value" standpoint.

Visual agencies. Moving pictures, stereopticons, schoolhouses, school work, drawings, posters, and exhibitions are included in the classification of visual agencies. They may be used either for the purpose of general publicity or for technical demonstration. A number of progressive school systems have in recent years developed the moving picture and the stereopticon to demonstrate to teachers new methods and procedure. In its wider aspects as part of the general public relations program these agencies are being fairly well used in the larger centers to bring the work of the schools before the public, who seldom if ever make physical contact with the actual daily program. They are rather effective in community and club entertainments. Their greatest use up to the present time has been in the field of safe-living education.

Schoolhouses. The potency of the schoolhouse as an active if impersonal agency in the public relations program is so important that it will be discussed at length in a later chapter. It is, however, a factor that has either been deliberately overlooked or unintentionally subordinated in the programs now in operation.

School participation in civic activity during and since the war has opened a large field in the way of general exhibits of school work and specific development in art and drawing, which lend themselves very well, without distortion, to contact projects.

Oral agencies. Oral agencies include speeches, lectures, and that most recent popular approach, the radio. Speeches after dinner by members of the school staff have been in use at general and particular gatherings for many, many years. Their effectiveness has been somewhat limited, in so far as they have not been organized around a general program but have been largely of the impromptu, "spread-eagle," emotional type. But effective use of the speech as a worth-while agency is possible.

In both small and large communities are many organizations which develop winter programs both for entertainment and for intellectual development. The place of the schools in such programs has been neglected in the past. The opportunity offered is one that must be seriously considered by the superintendent in his general plan.

In larger centers the popular pastime of broadcasting daily radio programs offers an opportunity to reach thousands through the medium of a single speech. Nearly every broadcasting station has some time each week to give to the schools. Advantage can be taken of this fact, and a continuous program of constructive publicity developed. Particular attention must be given to the type of material, its arrangement and its presentation, and to the time element, to make this mode of contact effective.

Social agencies. One of the most effective means of achieving continuous contact with the community is through social agencies. These include participation by individuals in the various phases of community life and through school participation in community projects. Community activities may be classified as social, recreational, religious, commercial, intellectual, and political. All of these are more or less formally organized, and every teaching staff is composed of enough diverse agents so

that contact may be had with every type of organization. Such contacts give the agent a definitely accepted and permanent standing. Information given is accepted in the light of such standing, making it possible to secure a wide and continuous stream of public information that cannot help but be of great influence in the development of community spirit. In this program every teacher and other employee plays a very definite part.

A second means of community contact is through actual participation of the schools in community programs through such portions of the curriculum as may be affected. Safety-first drives, community chest campaigns, fire prevention, clean up, better homes, health campaigns, and better babies programs are typical of some of these projects where through written or visual means the schools can bring a great force to bear upon civic activity and force themselves, their work, and their problems upon the attention of the public.

Another field may be considered in competitive athletics. The general tendency appears to be so much in the direction of "hippodroming" in competitive sport that more than a little caution must be employed in considering this agency. Competitive athletics should be developed primarily from the standpoint of health, and the wisdom of its use beyond that point may be seriously questioned. The more recent tendency toward mass athletics for the group instead of sole emphasis upon specialized work for the few will in its ultimate development prove to be of greater value in its reaction to the public relations program than any form of "hippodroming" will ever have.

Summary. There are four major agencies in a public relations program through which the agents may operate.

These are (1) written, (2) visual, (3) oral, and (4) social. Neither one of these is sufficient by itself to meet the needs of a fully developed public relations program. All four are entirely complementary in character, and each should be used in its particular field to attain the objective for which it is best suited.

DISCUSSION PROBLEMS

1. Evaluate from your own experience the relative worth of the written, visual, oral, and social agencies in effective presentation.
2. Draw up a list of possible written agencies that might be used in a public relations program.
3. List the possibilities of visual presentation.
4. Why is a moving picture of a school activity more easily comprehended by the average individual than a personal visit to the same scene?
5. Explain the defects of catalogues and courses of study as agencies in public relations.
6. List the agencies used in public relations in your own community.
7. If you were required to make a selection of three agencies, which would you choose?
8. Discuss: "Three Corners has just built a new schoolhouse. We must do the same, only our building should be finer and prettier. If we fail in this the town will lose much of the rural trade, for the farmers will send their children to the town with the best schoolhouse, even if it is miles farther. Let's get behind this. It's good business."
9. To what extent have competitive athletics been a public relations agency in your community?

Sierra Educational News

November 1925

Cabrillo Landing at San Diego Bay

Featuring in this Issue

Radio in the Schools - Adult Education

Title page of the monthly magazine of the California Teachers' Association

PART III. THE SOLUTION

The location and analysis of the public relations problem are followed by the organization of agents and agencies around a constructive policy, and the proper utilization of each individual and method in its proper sphere. The solution begins with the development of a plan in the way of policy adoption, and finishes with the application of policy, agent, and agency to the concrete program.

After building the plan and the organization to administrate the plan, the executive is confronted with the several agencies through which his agents must express themselves. The list is long. Which are the most effective? How can the desired results be secured in a given community with a definite part of these agencies? Organization may permit the use of all; again, it may be necessary to make a choice. The following chapters attempt to present the means by which the executive may make the selection to meet his own community's particular needs.

COMMON GROUND

SCENE IN GLOUCESTER HARBOR
From an Etching by Edward J. English

Official Organ of the
MASSACHUSETTS TEACHERS FEDERATION
15 Ashburton Place, Boston, Mass
PRICE TEN CENTS
Copyright, 1926, by the Massachusetts Teachers Federation
Vol. V APRIL, 1926 No. 7

Title page of the monthly magazine of the Massachusetts Teachers' Federation

CHAPTER VI

PUBLIC RELATIONS POLICY

The first step in solving the public relations problem leads to a consideration of policy, the basic course upon which the plan can be charted. By virtue of its function the school board is the policy-enacting body, but the responsibility for developing the plans and presenting them to the board for approval is the duty of the executive.

The question of how to build a plan upon the foundation of sensible policy is the immediate interest of the executive. The first question he asks is: "Shall our public information be periodic or continuous?"

Periodic publicity. Periodic publicity has developed to satisfy an urgent need for something considered vital to the school system, and it has had an extensive vogue since 1915. These periodic "educational" campaigns have for their purpose the attainment of some particular and immediate objective. Study shows that they deal chiefly with campaigns for better school support, increase in the salaries of teachers, and building programs. The methods followed are patterned after the type of public-appeal organization developed during the war. The entire community is appealed to through a dozen or more different avenues of approach, ranging from news stories and paid advertisements to individual tags and stickers. The aid of every individual, from the school child to the persuasive-tongued citizen, from the janitor to the office holder, is secured, and the campaign goes merrily forward with all the noisy accoutrements of war-type publicity.

Such campaigns fall under the head of "propaganda" publicity.

Their purpose is to arouse public sentiment and, so far as the writer has been able to ascertain through observation and correspondence, no evidence is available to show that a campaign for better support, intelligently conducted along these lines, has failed in its objective.[1] The conclusion that may be safely drawn from these observed results is that the American people are so thoroughly imbued with the tradition of proper support for public education that they are inclined naturally to favor the schools when the question is brought to their attention.

On the other hand it must be readily admitted by even firm exponents of the theory and practice of periodic publicity that in recent years advantage has sometimes been taken of the favorable attitude of the public toward their schools, and that some rather doubtful propositions have been developed. It is also a well-established fact that during a generally organized "high-pressure" campaign statements are made in the heat of the discussion that calm consideration of the facts seems hardly to warrant. This is possible with even the most intelligent leadership because of the wide ramifications and the number of individuals involved. Many statements made in the heat of community argument eventually come home, like the proverbial chickens, to rest on the heads of the school board and superintendent when the campaign itself is viewed in retrospect. The point to be established is that while the periodic campaign for better school support of one type or another has much in its favor, it also involves dangers of a boomerang nature that should be carefully considered by far-seeing executives and school boards.

[1] The few failures that have occurred were due to lack of organization, inadequate planning, or stepping into a community or sectarian struggle.

Continuous program. Many superintendents and boards of education have during the past ten years felt the truth of the foregoing and have established a different policy in respect to public relations by developing a continuous program whereby the public may be constantly kept informed of the condition and needs of the school. Publicity of this type as a means of maintaining proper public relations is not spasmodic or periodic but flows in a continuous stream to the people, every day in the year, through various agents and agencies. Then when a specific need arises the people are more than half ready to meet it upon an intelligent basis without the flurry, extravagance, and hysteria that are quite general accompaniments of the "high-pressure" type.

The average citizen is apt to develop a more sustaining and intelligent interest in the schools when he has them constantly under consideration. The continuous stream of easily comprehended information that develops as a result of a constant effort to inform, bears fruit that increases in quality and in quantity over a period of years.

An analogy may safely be drawn from commercial practice. The modern advertiser appreciates the fact that periodic splurges in paid publicity have but little value, while the policy that makes for greater sales, increasing confidence, and growing good will is the steady, daily presentation of readily demonstrated facts to the people who form the potential market. It was quite noticeable during the post-war depression that, although production and sales were at low ebb, the appropriations for advertising suffered little. Even under conditions developed during depression, manufacturers considered it poor practice to allow the public to forget for a minute the sales product.

If a single purpose is to be served, the periodic campaign may be of great value. In the field of public education the best results over a time period will be derived from a policy that definitely recognizes the obligation of the school government to the people regarding the condition and progress of education, and the satisfying of this obligation through a constant stream of information that will keep the public thoroughly in touch with conditions.

Types of policies. The second question that arises for solution is the type of publicity policy to be followed in the establishment and maintenance of satisfactory public relationships between school and community. There are four general policies that the superintendent and school board may consider.

Cover-up policy. The first of these four policies may best be described by the term "cover up." Under such a policy all facts are suppressed except those which by law demand publication, and the material reaching the public is that of platitudes, vague generalities, and attractive slogans which have little or no real meaning and might safely be described as homeopathic in character. The cover-up type lends itself beautifully to the "uplift" or "exhorter" type of publicity in which the abstract, upon an attractive emotional base, makes a pretty picture. The cover-up policy does not necessarily mean that matters are hidden for ulterior or sinister motives, but rather that executive and school board feel that the public cannot understand the technical aspects of education and that it is better to give to it something it can grasp, leaving the matter of general and specific policy for quiet internal discussion. The difficulty with such a policy is that it tends quickly and easily to degenerate into individual propaganda. Since it is not

based to any great extent upon facts, the reason for the transition may be easily seen.

Partial-fact policy. A second policy may be termed that of partial fact-disclosing publicity. In this type the facts to be presented to the public are carefully selected for their effect. Those which the executive feels might not excite immediate favorable comment or reaction are carefully suppressed in favor of facts that can be painted in more rosy hues. Again, the adoption of such a policy may have nothing inherently dishonest in it, but it represents a judgment upon the part of the executive and school board of what is best for the general public. The danger of such a policy lies in the fact that it lends itself very easily to the development of propaganda. It has an even greater danger, in so far as the policy may be gradually extended by the executive to the school board and only those facts be presented to the legislative body that are generally pleasing while those that are unfavorable are pigeonholed and suppressed. Both of these policies, while originating in the judgment of the authorities as to what is best for the community, have grave potential dangers in that they may ultimately degenerate into mere propaganda, to the satisfaction of personal ambitions, and to the withholding of proper information from the legislative body upon the same assumption that certain facts have been withheld from the public. A striking incident in the case at issue may be cited.

In a certain medium-sized city the second policy mentioned, partial publicity, was practiced. It appeared to be fairly successful. After the policy had been in force for several years the research division made a study of the achievements of the different groups of individuals within the system by nationality and by source of school.

The results, secured from a series of studies, showed that children from non-public schools were lower in achievement in all subjects than those who received their complete training in the public schools. The difference was so great that, because of the numbers involved, the general level of achievement was lowered. The executive received and studied this information, but because of its political potentialities he suppressed it completely without presentation to the school board. Such action was not only indefensible but absolutely contrary to the best interests of the public. If the facts involved might have created undesired results in the community, they could have been presented to the board in executive session. They should, however, have been presented to the school board, for under no conditions is the executive justified in withholding from the legislative body any of the facts that he may have gleaned through the exercise of his executive function.

Organized facts. A third policy may be described as telling all of the truth, presenting all of the facts, but organizing them carefully to bring out the points that are to be emphasized. This supposes that all of the facts in any case should be presented but that the purpose or aim in view determines the massing of the data in such a way that they may be considered from the viewpoint that the administration desires. The underlying assumption is that since all of the facts are presented, so that every point may be considered by any individual, the organization of these facts for interpretation is a task for the specialist. Since all data are presented, it is difficult for publicity of this type to degenerate into propaganda, for unjustified interpretation can be immediately controverted by careful consideration of subordinated facts. This is an assumption,

however, that must be confined to the minority, for it is unquestionably true that the average individual will not and probably can not easily interpret the facts that are merely presented in technical form and without interpretation.

Unorganized facts. The fourth policy consists of presenting all the facts or telling the entire truth without organization or interpretation. From several standpoints such procedure may be entirely justifiable and even desirable. When one considers, however, that such general broadcasting of existing facts without definite relationship or logical organization may be entirely harmful, a serious problem arises. In every community organization there exists, for obvious reasons, much sentiment that is antagonistic to the public-school program, and such groups would not be slow to sift out the information given for flaws and faults to use as a sledge in their program of personal antipathy or selfish advancement. The question may be raised at once whether the school board does not have an obligation to its constituency to present information about its schools in a manner intelligible to the general public instead of presenting only openings for traditional opponents.

Summary. Of the four policies discussed, which one is it best for the school organization to adopt? At the present time it is impossible to come to a hard-and-fast conclusion because little accurate data upon the different policies and their effects are available. It would be impossible to develop a perfect judgment in the average space of time devoted to research problems because the problem calls for continuous study over a longer period of time. The question of informational policy in maintaining proper public relations is in an extremely experimental stage,

and superintendents and school boards are undoubtedly justified in adopting the one that seems most closely to meet their present individual needs.

From careful observation and study over a period of eight years it is rapidly becoming our personal conviction that the preferred public relations policy is that which presents all of the facts, organized and massed in a manner that makes them intelligible to the audience, but in the interpretation of which nothing has been omitted. Such procedure is good sense as well as meeting the basic obligation of non-concealment. In the matter of information presented by the executive to the board of education the organized facts may be presented in their entirety, while the interpretation of these data by the executive may form a second report.

DISCUSSION PROBLEMS

1. List the advantages and disadvantages of periodic publicity.
2. Why must informational service be careful to avoid all "high-pressure" publicity?
3. What caution must be observed to prevent informational service from degenerating into propaganda?
4. From your own experience, evaluate the different policies in developing public informational service.
5. What are the dangers in the "unorganized fact" policy?
6. Discuss: "The intelligent superintendent, not the school board, determines policies. The board takes what the superintendent offers and, if he is clever, he will have all of his votes lined up ahead of time."
7. Discuss: "This board of education is not a rubber stamp. It employs a superintendent to handle the technical side of education but demands that its superintendent bring in all of his information to be evaluated by this board. I, for one, am rather tired of the executive bursts of anger when this legislative body raises some question about the recommendations. It seems to me that

our executive is not fully aware of his function and the function of the board."

8. Discuss: "Keeping the people informed is one of the superintendent's duties. The matter of approving the program is distinctly an act of legislation. The superintendent is not empowered to use a single agent or agency until the plan has been approved by the board."

CHAPTER VII

THE ORGANIZATION

After the policy in respect to continuity of informational service has been determined, and the method of presenting material has been decided, the executive's next concern is to see how it will work from an organization standpoint. What are the duties and responsibilities of each individual? How will the agents fit into a general program? How can the executive adjust his program to the differentiated audience? What are the possibilities of using specialists in the field of informational service?

Organization. The teachers and the operating and service employees are responsible for furnishing detailed information to the principal. The latter acts as correlating agent for the school, and at stated intervals sends required information to headquarters. The headquarters staff tabulates, analyzes, and correlates the information regarding operation, child accounting, instruction, teacher accounting, and finance.

After the technical information has been digested it leaves the executive office for three audiences. Detailed service reports on instruction, child accounting, housing, teacher accounting, and finance are prepared for the school board. Another type of technical material is set up for the information of principals, teachers, and operating employees, and goes back to the schools through channels provided by the administrative department. A third type of factual information flows continuously through many agents and agencies to the parents and the

general public. Children are acted upon by the school building, the school program, and by the teachers. Parents make contact through the schools, the teachers, and the principals, and through the information developed by the executive. The general public, of which parents form a large portion, is acted upon by the parents, by the information emanating from the executive office, and by the school board.

According to its reaction to the school program, the audience exercises its appraisal power at school elections and in approving, according to law, the financial support essential to carrying out the program.

In the smaller systems all of the collecting, analyzing, correlating, and developing of information devolves upon the executive. As the system increases in size this responsibility is divided between specialists in the several fields. As the problem of size (over 50,000 population) becomes a greater factor, it is possible to employ specialized service for the work of translating the information received into a form suitable for transmission to the audience. The organization of public informational service is shown in Diagram 6, page 69.

Use of the specialist. In studying the problem of public informational service, the executive may feel that the work of translating the school program and school work into units to be comprehended by a complex audience is a task for which he may not be fitted. To develop the practical side of the public relations program requires rather specialized ability and training. When the school system reaches a certain size, the instructional problems become so complex that a specialist in instruction is secured to supplement the work of the executive. The same procedure is followed in child accounting and finance.

It is logical to take the same attitude in respect to public informational service.

At what point, in respect to size, is it feasible to use the specialist? In cities having a population of less than 20,000 it is good practice to secure as a teacher an individual whose aptitudes run in the public relations field. The program might be carried as one-fourth or one-third of his teaching program, making allowance for the time spent in public relations service. In cities of from 20,000 to 50,000 population, one-half to three-quarters service would give the executive sufficient expert help to prepare and appraise the informational program. In cities of more than 50,000 population, full-time services of a public relations specialist are required, and when the population reaches more than a quarter of a million it may be necessary to employ a number of assistants to carry on the work.

Qualifications. The qualifications of a public relations specialist are not difficult to formulate, but the scarcity of trained personnel in this field makes it difficult to find individuals who satisfy the standards. In current practice it becomes necessary to select an individual who possesses the principal aptitudes and to supply him with essential experience and training to enable him to secure the qualifications. The public relations specialist should be an individual trained thoroughly and completely in the science of teaching, and he should have as a background at least three years of work in the different types of schools that he may be familiar with all phases of instruction. He should possess a broad cultural education and be thoroughly oriented in the philosophy of modern education. In the second place, such an individual should be able to write effectively but simply.

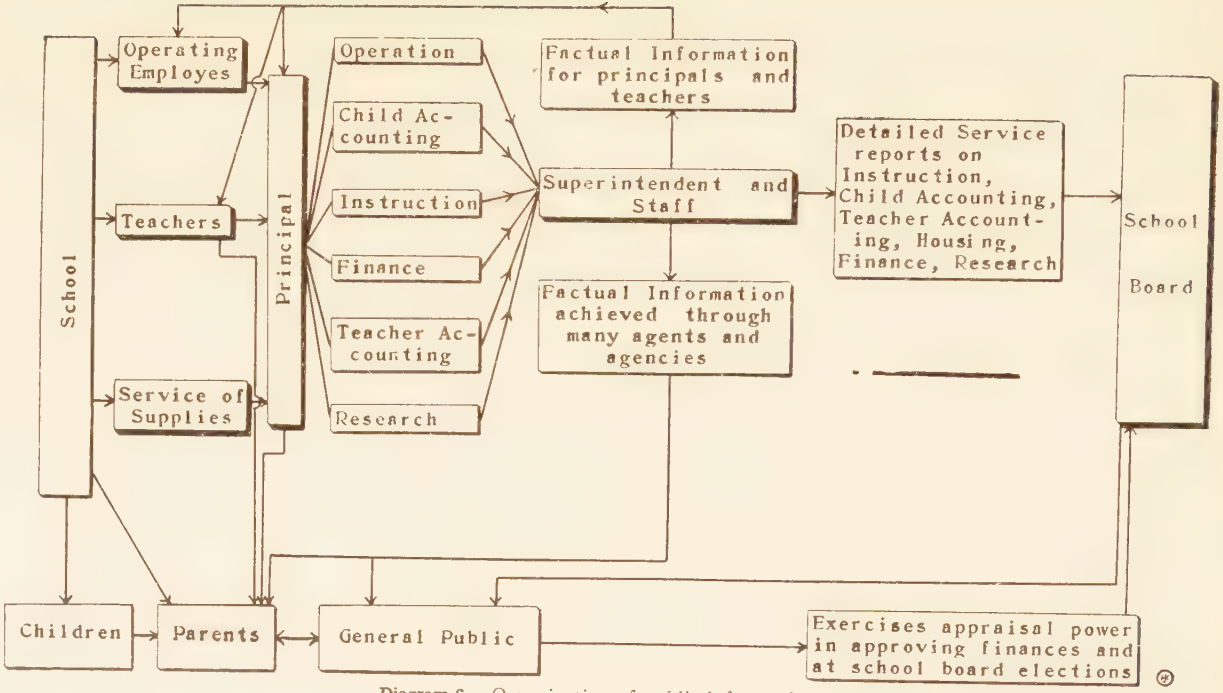


Diagram 6. Organization of public information

His experience in the field of writing will be better if it includes several years of training in newspaper work. For a public relations specialist no experience is so effective as two or three years under an intelligent city editor. Here he learns news values and quick, simple, and accurate writing. He learns to gauge the caliber of the reading public and to know newspaper men in their human as well as in their professional aspects. While the theory of writing may be given in a school of journalism, the actual field experience is essential to successful practice.

Such an individual must have an attractive personality, be courteous, affable, and able to meet people of all types and conditions—to be what in everyday expression is termed "a good mixer." He should be sympathetic, enthusiastic, and capable of inspiring people with his sincerity of purpose and impersonal viewpoint. He should be at all times the modern, scientific, open-minded educator, so that all the activities on his program can be pointed from the educational standpoint. This factor is so important that in setting up specifications for a specialist in this field, educational training and experience have been considered as primary and fundamental.

While such individuals are now scarce, the increasing demand in large centers for this type of work is making it worth the while of gifted individuals to secure this training. Further emphasis upon such work in schools and colleges of education will produce in the future the opportunity for the requisite training.

Duties. The public relations specialist combines a series of duties in respect to the general organization. Whether he is a part-time or full-time worker, the scope of his duties would not be much changed; the principle involved

is the same in the small as in the large organization. As the system decreases in size the duties of public relations are telescoped correspondingly and the volume of work decreased. As the system grows smaller the amount of written work decreases, but oral and visual activities remain fairly constant.

The head of the public relations division might be known by a number of titles, but three are preferred. He may be called either director of public relations, director of informational service, or editor. These titles appear more fitting than any others because they indicate specifically the major activities of the individual.

The duties of the director of public relations, in a well and completely organized system, may be divided into these seven groups: (1) exhibitions, (2) service unit, (3) public lectures, (4) public information, (5) publications, (6) contacts, and (7) reference.

Exhibitions. One of the effective means of presenting the work of the schools to the public is through the agency of well-planned school exhibitions. These may consist of instructional activities, of plays, pageants, and games. In respect to such exhibitions the director should act as adviser to principals and teachers in order to prevent duplication and overlapping, and to assist in their organization in order that the best results may be secured from a public relations standpoint.

Service unit. The service unit includes all printing activities, mimeography, photostating, blue printing, and so on, essential in operating the school system. These, in the interests of efficiency and uniformity, may be brought together in one place. It is merely an office production unit that is more closely related to the editor's general work than to other departments.

Public lectures. The demand for public lectures, speeches, and visual and oral presentation can be taken advantage of by the careful organization of a bureau for this purpose. Series of lectures and speeches and of visual programs can be carefully developed and placed within reach of the various organizations and groups that are generally only too glad to avail themselves of the opportunity to attend them. This work should form an integral part of the public relations program. While many individuals are involved in its preparation and execution, the policy should be so organized and controlled that it will fit into the general program without a hitch.

Public information. Public information consists of a number of types. There is, first of all, the information the casual visitor to headquarters demands. Such questions may relate to instruction, to general activities, to the school organization, or to means of entering schools. The second type of public information is that furnished through catalogues, announcements, and direct advertising. A third type is that furnished to the public through the medium of the press. All of these are part of the public relations program and would quite naturally fall within the province of the editor.

Publications. In a large school system the publication unit forms the largest single activity of the editor. Under this head may be considered the editing and printing of all courses of study, of research and instructional bulletins, of house organs, and of reports both annual and periodical. Under this head also would fall advisory duties in respect to school publications.

Contacts. One of the most constructive and effective parts of a public relations plan is that which may be classified under the general head of "contacts." It means

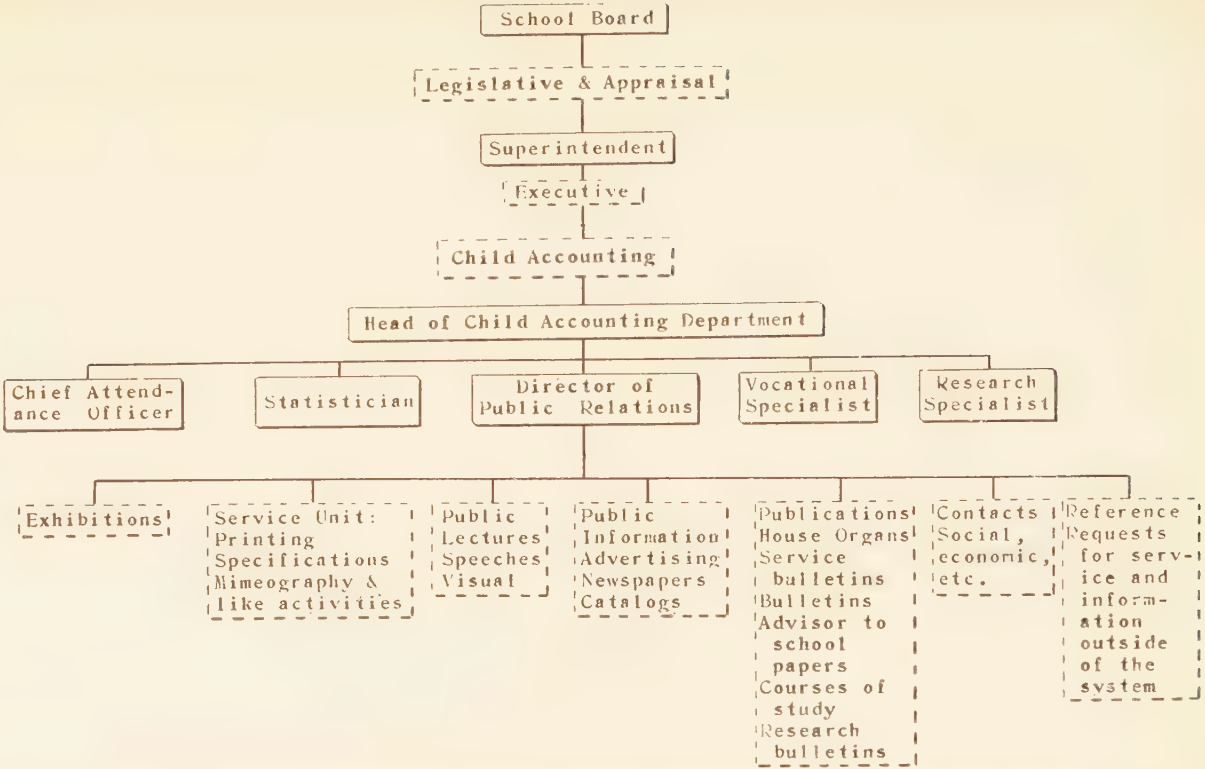

School Board
Legislative & Appraisal
Superintendent
Executive
Child Accounting
Head of Child Accounting Department
Chief Attendance Officer
Statistician
Director of Public Relations
Vocational Specialist
Research Specialist
Exhibitions
Service Unit: Printing Specifications Mimeography & like activities
Public Lectures Speeches Visual
Public Information Advertising Newspapers Catalogs
Publications House Organs Service bulletins Bulletins Advisor to school papers Courses of study Research bulletins
Contacts Social, economic, etc.
Reference Requests for service and information outside of the system

Diagram 7. Suggested organization of the public relations division in cities of more than 50,000 population

the policy of having the schools represented in practically every organized group in the community—the luncheon clubs and social clubs, fraternal organizations, women's clubs, neighborhood groups, parent-teacher clubs, and similar organizations. By placing the responsibility for maintaining these contacts under the direction of the editor, it is possible to work out such a policy quite completely and through this means to furnish constant and well-authenticated factual information.

Reference. There are numerous and constant requests for information from sources outside of the school system. These activities relating to the outside may be grouped under the head of "reference," and supervised by the editor.

These seven divisions represent all phases of the public relations and editorial policies, and will be developed most successfully if carefully coördinated as a unit.

Place in organization. The last question to be raised is where the director of public relations fits into the organization. If the organization of the executive department is considered upon the basis of sub-function, there are seven major divisions, consisting of administration, instruction, child accounting, finance, personnel management, public relations, and research. Research activities are of so diverse a character that this sub-function is generally divided and considered from the aspect and problems of the first four major subdivisions.

The child-accounting sub-function, by its very nature, may be likened to the digestive tract of the human body. All information, reports, and activities are reported or gathered here, and the information is organized, digested, and prepared in a form for consideration by the other departments and by the executive. In all but the very

largest systems the child-accounting department appears to be the logical place for locating the public relations division. In the largest systems public relations may be organized as a separate division, coördinate in scope with the other divisions.

The detailed organization[1] of the public relations division might be developed as shown in Diagram 7, on page 73.

Summary. Public relations activities fit nicely into the executive organization of a school system. The place and duty of every agent is easily discovered. In general the informational activity needs the services of a specialist to the same degree that other activities do. The editor or director of public relations should be trained both in the science of education and in the practical newspaper field. In a large community a complete public relations program will include all phases of written, oral, visual, and social activities, and will require the partial services of a large number of individuals. A public relations program is essentially a coöperative and not a one-man job. Apart from its technical aspects, the work of the director must be one of organization, coördination, and stimulation.

DISCUSSION PROBLEMS

1. Discuss the place of public relations in administrative organization.
2. Why is organization essential to the success of the public relations program?
3. Discuss the following statement by a teacher: "I am a free individual, and no one is going to tell me just how I should react to the public, or what information is necessary for parents. In

[1] In cities of 500,000 or greater population the work of the director of public relations might be organized independently of the child accounting unit.

this case I shall follow my own inclination and will probably do one thing today and something else next week. I will not be molded into an organization plan."

4. What are the arguments for and against employing a specialist in public relations?
5. In your opinion, what size of community is necessary before a specialist can be justified?
6. Why should emphasis be placed upon teacher training and teaching experience in developing qualifications for a public relations specialist?
7. What service should a public relations specialist render in training teachers and principals?
8. Why does the success of a public relations program depend upon the combined efforts of the entire group rather than upon one individual?
9. Discuss: "The public relations specialist must be a leader and a stimulator. He cannot be held responsible for the success or failure of the entire program, because he is only one link in a very large chain. Do not expect superhuman results, but consider his work in the light of the highly complicated problem to be solved."
10. Discuss: "Organization will give better results than lack of organization. Even organization cannot accomplish the impossible. Build slowly, and build well. Three, five, and even more years may be necessary before worth-while results in public relations are secured."

CHAPTER VIII

THE NEWSPAPER

The daily newspaper is one of the most important agencies in a public relations program. This is proved by a recent study[1] wherein of the 184 cities considered, of a population of 30,000 or more, 85 per cent used the daily newspaper as a part of their program, ranking it with parent-teacher organizations and exhibitions. Reports are the only media more widely used.

The newspaper as a daily or weekly exists in the majority of communities having a population of 1,000 or more. It is therefore an agency that practically every superintendent must take into consideration in planning his program.

If the executive plans to follow the general practice and use the newspaper to the fullest extent possible, there are a number of facts with which he must be familiar. These are the function of the press, news and methods of news gathering, and the possiblities of school news. The best way to proceed with the press is to establish personal contacts with local editors and reporters, to be familiar with their general news values, and to understand how to make the schools produce news.

How to secure publicity. The first problem confronting the school executive is how to secure publicity through the public press. Few superintendents have the desirable background of newspaper training, and many others are

[1] *Public School Publicity*, by Hines and Jones. The Macmillan Company, New York, 1923, Chapter II.

temperamentally incapable of meeting reporters. Still others are suspicious of "news gatherers" or "penny journalists," and look upon adverse articles in the papers as personal attacks instead of mere differences in policy and point of view upon the part of the editor.

Personal contacts. One of the first acts of an incoming superintendent should be a visit to the editors of the several papers for the purpose of getting acquainted. Nothing is so valuable as a personal contact. The executive can explain his policies and his attitude toward the press, and invite coöperation.

If he can assure the editor of his honesty and sincerity, it is usually not difficult to enlist his support. Editors are human beings and feel flattered to be consulted and to have their influence recognized. If they understand what is being attempted by the schools, their handling of straight news will be more constructive than otherwise. When any basic change in policy is considered, it is wise to present the entire problem to each of the editors, explaining the subject completely and making it easy for them to understand.

The next task of the superintendent is to meet the reporters assigned to the schools and assure them of his desire to help them secure the news and to deal with them upon a basis of frankness and honesty. The average reporter can be intrusted with confidences and can be depended upon to keep them. He again is a friendly human being who will react well to kind treatment.

Make the reporter at home. Let him feel assured that everything is open. Do not attempt to hide adverse news or suppress stories. If this policy is followed the reporter will of his own accord be more or less incited to protect his news sources and will be more constructive

than where censorship is imposed. Have him play up children and activities but keep personalities in the background for, again, one of the most pernicious pests of the newspaper office is the type known in press parlance as a "publicity hound." The newspaper man is instinctively suspicious of the individual who desires to be photographed and quoted. If a story requires a direct quotation the superintendent should be the man quoted, because it is he, in the last analysis, who is responsible to the board of education for the program.

Contact with specialist. For general purposes it is well to have the director of public relations act as a clearing house for school news. Having had newspaper training, he will know how to meet the reporters and he can tell them where and what the news is. General items can be furnished by him without recourse to other individuals and at a great saving of time to the reporter. For special activities, the reporter can be referred to the individual and department concerned.

Contact with teachers. Principals and teachers should be educated to this policy by permitting and encouraging personal contacts with the press, for their attitude can destroy the best developed policy. In this connection a recent incident is illustrative. The editor sent a reporter to a school to secure pictures and a story of certain activities. The principal met him coldly and said: "I cannot permit you to enter the room unless I have permission from headquarters. I am not allowed to give out information." There followed a telephone conversation in his presence that was not particularly complimentary to reporters. Permission was finally grudgingly given by the principal, and the story secured. It appeared in an entirely different light from what had been expected,

and the superintendent was incensed. A lack of common sense and common courtesy upon the part of the principal practically wrecked good relations with that newspaper. Freedom of access to all activities and to individuals, absence of censorship, and common honesty are essential in the development of newspaper relationships.

What is news? Since almost every individual superintendent has a different conception of what constitutes "news," it might be well to turn to the press itself and seek standards from that source. The function of the daily press is to furnish a summary of the happenings in the world during any twenty-four-hour period. These happenings are called "news." There are many professional definitions of news, but none meets with universal approval.

A humorous writer once stated that "All sin is news," which is narrow in that it emphasizes too much the negative side of the daily press.

An editor recently asked to define news used Dana's rather cynical definition and said: "If a man and a dog are together and the dog bites the man, it is *not* news. If, however, the man bites the dog, that *is* news." This definition apparently emphasizes the fact that news consists of the bizarre, the unusual.

A third definition by an editor might be stated as follows: "If Henry Polinski or Petro Pecuni catches and crushes his finger in a 'flivver' door it is of no value, but if Henry Ford did the same thing, it is worth a box on the front page." There is in this definition more than an implication that relative social or economic importance determines news value.

Still another editor defines news as "any happenings that are of interest to a group of people." While broader

than preceding definitions, it implies a standard of judgment or a selective phase, and since that selection must be made by a small group of individuals called editors, news may be defined in a fairly satisfactory way as "happenings or incidents which in the opinion of the editor are of interest to his readers."

It is easily possible to find fault with this last as well as with the preceding definitions, for no two newspapers treat news alike. The same item of interest interpreted by the editor of a Hearst publication and the editor of the *New York Times*, as representative of conservative opinion, is scarcely recognizable as the same story. In any community where there are two or more newspapers, the intelligent reader must scan them all, digest the general accounts of an event or occurrence comparatively, and then form his own opinion upon the basis of this comparison.

News value, treatment, and importance in any newspaper vary directly with the general policy of the paper, the training and ability of the editors, and the assumed classification of its reading public. A single example may suffice. In a recent political controversy in one of the larger cities, a grand-jury investigation resulted. Here was material covered in the definition that "All sin is news." One paper carried daily front page accounts under eight-column heads; a second mentioned the occurrence in a single paragraph tucked away in an inner page where few would notice it, and a third publication treated it as ordinary news, sometimes on the front page, sometimes inside. The events reported were distinctly legal in character. They could all be substantiated from a single written record, yet the diverse interpretations of this news made it difficult for the average reader to understand what the real value of the investigation was.

What determines news? The ability to understand the newspaper and news must be conditioned by a further discussion of certain phases that spell success or failure to a paper. As a whole the daily press furnishes the greatest extra-legal appraisal agency in our social scheme of things. As an appraisal agency, however, the press has many shortcomings and many faults, just as have other human institutions.

In the first place the press must make money in order to exist. The daily paper, sold for two or three cents, is one of the few things delivered to the public at a price far below cost. The public wants news but will not pay for it. What would happen to a daily circulation if each copy of the paper sold at ten, twenty, or thirty cents, as representing the actual cost? The results would prematurely age the owners and business management.

If the paper is to be sold below cost, revenue must be secured from other sources. The great American source of newspaper revenue is from advertising, and the amount and value of advertising is conditioned by the circulation. The constant aim of both editorial and business management is to secure greater circulation. As a result, news is interpreted not so much through advertising pressure as through assumed analysis of the reading public. If the contents of the paper are not interesting, people will not buy it. The interpretation of what the readers desire is the greatest constant worry of the editor, and determines his news policy. Many people feel that this interpretation has become negative in character and that the editors have misjudged their audience.

Whatever individual opinion may be upon this score, it is well to remember the terrific problem of the editor in circulation building and to appreciate the fact that the

individuals who furnish our news are quite human and, with rare exceptions, basically honest. The faults of the press, when interpreted in the light of conditioning factors, are not so serious as when viewed in isolation. Upon the whole, considering time and economic pressure, the daily editor does a remarkably fine piece of work.

Is school news wanted? In the light of the foregoing discussion of news, the question of whether a paper desires school news must be answered in the affirmative. It thinks of school news in terms of its policies and standards. In order to secure news the executive must study the policy of the press and be prepared to translate the happenings of the schools into "newspaper news."

Publication of school news by the daily press is not charitable but is based upon its definite value to the paper concerned as news, or circulation stimulator. Reynolds[1] found that sixty-four per cent of all school news was constructive or informational in character, and that the amount of sensational news was only five per cent of the total. These findings must be conditioned by the time the study was made, the papers involved, and the period during which tabulations were kept. It represents only a sampling, and a country-wide survey for a period of several years might result in some changes in the total.

Though the advantages of the daily press in developing the school publicity program are generally realized, and the fact that newspapers are really anxious to print good school news is no longer seriously questioned, yet the fact remains that many schoolmen are apparently unable to benefit much by it.

How news is gathered. News is gathered by reporters and written by them, or in larger centers it is gathered by

[1] *Newspaper Publicity for the Public Schools*, by Rollo G. Reynolds. A. G. Seiler, 1224 Amsterdam Avenue, New York City. 1922, p. 17.

"legmen" and then written by a corps of men in the office upon the basis of telephoned or telegraphed facts. The important cog in the great news machine is the reporter or "legman"; for no matter what the policy of the paper may be, the initial interpretation is made by the man on the news beat. The professional seeker of publicity pays scant attention to the editor in comparison to the time and favors lavished upon the reporter. The effectiveness of the reporter is conditioned by his training, experience, and ability. In general he is honest, hard working, and painstaking, with no small pride in his profession. During twelve years of experience with press representatives, covering several hundred different personal contacts, the writer can recall only two cases where confidences were violated and misrepresented. The reporter who is met upon an honest basis and given full access to facts will generally prove himself worthy of such confidence and is a distinct asset in time of need. On the other hand, a reporter who is hindered in pursuing his daily task of earning a living will prove to be no mean enemy.

The executive or public relations specialist may furnish facts and "leads" to the reporters, but he should not write the copy. The news editor is very shy of press agenting and will soon become quite cool to a constant flow of "canned," or already prepared, copy. He prefers to interpret the facts himself. The ultimate resting place of most stereotyped copy is the waste basket. Time and money can be saved if this fact is properly realized.

There are exceptions to this condition. In the small-town daily and weekly publication a small staff is overworked trying to cover all of the sources of information. The editor, if personally acquainted with the school executive, will usually welcome well written articles about the

schools that will be of general interest to his readers. The editor of a foreign-language paper in a larger center is in practically the same position. He and the small town editor need news so badly that they generally subscribe to "boiler plate" service, which means that a central agency sends, for a stipulated price, matrices of feature stories that can be cast in metal, or the metal plates themselves, ready to be set in the page without further effort on the part of the newspaper force.

Fairness in news distribution. In a city with more than one daily paper, it is good judgment to see that the news is fairly distributed to each publication. Give out general stories to the different papers at the same time. Do not allow a regular-beat man to be "scooped" because he does not happen to be present. Find him, and inform him of your news. It will be a service long remembered. If a reporter is working on a special lead that he has himself developed, do not give a rival reporter the "tip" on the other man's story.

If you feel that the editor of a certain paper doesn't treat you fairly, or is opposed to the school program, remember that the reporter has nothing to do with policy. His job is news gathering. Do not permit him to be "scooped" because of his paper's attitude. Treat him just as well as the others. It will pay. Observance of these simple rules will go far to create an impression of fairness.

Is paid advertising essential? Paid advertising is not essential to secure news stories. The public schools might be justly criticized for spending public funds to buy expensive space in a number of daily papers when the information presented can be secured without charge. Paid advertising must be limited to legal requirements.

Exceptions to this general statement may be taken in the case of small communities where only a single daily or weekly paper exists. Under these conditions it is good practice to advertise contests, plays, concerts, and other school programs which are expected to yield revenue. In this case the cost is borne by the production and not from public moneys. Lovejoy[1] found that in Benton Harbor, Michigan, during one year the purchase of 750 column inches to advertise school activities brought 2,766 column inches of free publicity in the form of news stories. In Marshall, Michigan, he found that the purchase of 1,726 column inches by the high school brought 2,306 column inches of free reading matter. While the returns are large, it is not apparent whether most of this free material might not have been printed even without the paid material. In general, it is not good practice to attempt to secure news through the reflex of paid advertising. There is nothing against the use of paid press advertisements to call attention to some extra-curricular revenue-securing activity, but this should be done upon the same basis as that on which any other article might be purchased.

School news. The executive may determine in his own community what school news is, for the papers treat it differently. It is possible to generalize upon this subject. School happenings that are available for printing may be classified into three groups: the straight news, the feature story, and the circulation builder.

The news story. By a news story is meant a recital of facts either chronologically or in the order of their importance, written impersonally and impartially. The news story is the backbone of the morning paper. Straight

[1] *Advertising the High School*, by Philip Lovejoy (Mt. Clemens High School, Michigan).

news stories from the school standpoint are those relating to coming events or the recording of events as they occur. The largest amount of news story appears on the sport page, where competitive school athletics and athletes are featured. The contest factor which arouses a great interest upon the part of thousands of people is responsible for featuring this type of news. The second largest source of straight news is secured generally from meetings of the board of education, where partisan educational and personal differences develop contests and divisions that are written up and widely read. The third source of news is school activities such as exhibitions and programs.

The feature story. The feature story has a "human touch" for a background and is most often descriptive in character. Its value lies not in its intrinsic news but rather in its emotional appeal. It is particularly favored by afternoon publications. The

CITY FINANCES NEVER BETTER

Reading Likens Position to That of Man With $27.50 in Pockets, $1.73 in Debt.

The end of the fiscal year, July 1, found Detroit in position to finance any needed public improvements, according to a statement issued Sunday by City Controller Richard W. Reading. With an assessed valuation of $2,757,664,010, and outstanding bonds totaling $175,000,000, Reading likened Detroit's position to that of a man with $27.50 in his pocket and debts of only $1.73.

Detroit's margin for the future issue of bonds under the 7 per cent of assessed valuation limitation clause, as prescribed by the New York state banking law, where the city "buys" most of its money, is now $36,000,000, the figures show. In his statement, the controller

PENNSY TRAIN LEAVES RAILS

100 Excursionists Aboard Periled in Crash.

Wheeling, W. Va., July 5.—(By the Associated Press.)—Passenger train No. 555, Pennsylvania lines from Pittsburgh to Wheeling, was derailed at Top Mill, between Wheeling and Warwood early tonight. The train carried a hundred or more excursionists. The locomotive, tender and baggage car left the rails. First reports said no one was injured seriously.

Reports of the accident to the Wheeling division trainmaster said the cause had not been determined.

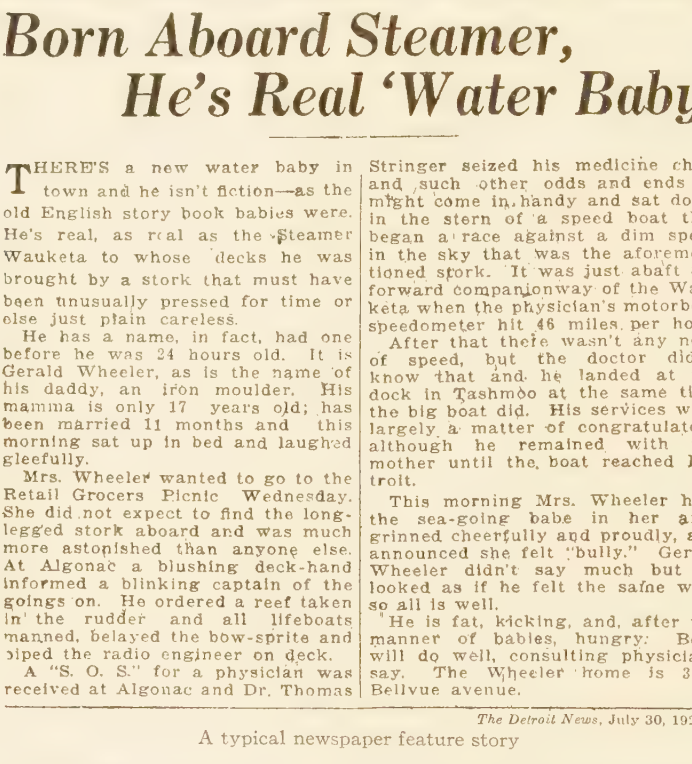
At the point of the derailment the tracks are about 50 feet from the Ohio river bank. Ties along the right of way were torn up for a distance of several car lengths before the train was stopped.

A wrecking train reached the scene soon after the accident. Traffic into Wheeling will be routed via the Wheeling and Lake Erie at Mingo Junction until repairs are made.

Detroit Free Press, July 5, 1925

Examples of news stories

feature story with a human-interest background finds an unlimited field in education, the surface of which has



Born Aboard Steamer, He's Real 'Water Baby'

THERE'S a new water baby in town and he isn't fiction—as the old English story book babies were. He's real, as real as the steamer Wauketa to whose decks he was brought by a stork that must have been unusually pressed for time or else just plain careless.

He has a name, in fact, had one before he was 24 hours old. It is Gerald Wheeler, as is the name of his daddy, an iron moulder. His mamma is only 17 years old; has been married 11 months and this morning sat up in bed and laughed gleefully.

Mrs. Wheeler wanted to go to the Retail Grocers Picnic Wednesday. She did not expect to find the long-legged stork aboard and was much more astonished than anyone else. At Algonac a blushing deck-hand informed a blinking captain of the goings on. He ordered a reef taken in the rudder and all lifeboats manned, belayed the bow-sprite and piped the radio engineer on deck.

A "S. O. S." for a physician was received at Algonac and Dr. Thomas Stringer seized his medicine chest and such other odds and ends as might come in handy and sat down in the stern of a speed boat that began a race against a dim speck in the sky that was the aforementioned stork. It was just abaft the forward companionway of the Wauketa when the physician's motorboat speedometer hit 46 miles per hour.

After that there wasn't any need of speed, but the doctor didn't know that and he landed at the dock in Tashmoo at the same time the big boat did. His services were largely a matter of congratulatons although he remained with the mother until the boat reached Detroit.

This morning Mrs. Wheeler held the sea-going babe in her arm, grinned cheerfully and proudly, and announced she felt "bully." Gerald Wheeler didn't say much but he looked as if he felt the same way, so all is well.

"He is fat, kicking, and, after the manner of babies, hungry. Both will do well, consulting physicians say. The Wheeler home is 3701 Bellvue avenue.

The Detroit News, July 30, 1925

A typical newspaper feature story

barely been scratched. The child in all of his aspects and activities has so general an appeal that everyone in the community, almost without exception, is interested. An ordinarily capable reporter can find at least one feature story daily in even a moderate-sized school system. It is through this type of writing that instructional ideals, objectives, and practices can be presented in readable style, while their value as straight news stories, judged by present conceptions, is almost worthless.

NEWS OF THE WEEK FROM DETROIT SCHOOLS AND COLLEGES

ASKS CHILDREN BE EXAMINED

SCHOOL STAGES HOME PAGEANT

COUNTY SCHOOL EXAMS TO END

TEACHERS END SUMMER STUDY

CLASSES IN MUSIC END SUMMER WORK

INFLATION IS BLAMED FOR GERMAN ILLNESS

SAYS WORLD'S PEACE HINGES ON AMERICA

The School Guides

SCHOOLS & COLLEGES

THE CHICAGO DAILY NEWS School and College Bureau

THE CHICAGO DAILY NEWS School and College Bureau

FERRIS INSTITUTE

MUSIC

A page of school news in *The Detroit News*

Circulation builders. There is rapidly developing in the moderate-sized and larger centers another type of pseudo news stories that are best known as "circulation-builders."

A newspaper, desiring to develop its circulation, proceeds to organize a contest or to support some specific activity. Prizes are offered, meetings are held, and all of the things incidental thereto are given unlimited space. Both straight news and feature stories are used. While these activities generally originate in the business department, the editorial end is the force that carries them through. Thus in a single city one paper may feature music memory and spelling contests, another athletics, and still another handwork activity. Whatever is selected, there is little need to worry about publicity, for the prize donor and contest organizer will run from one-half to two columns daily, in a prominent position, telling of the drive, the generous prizes, and the purely benevolent attitude of the paper in acting as sponsor. From a publicity standpoint these are excellent, but recent tendencies seriously lead to raising the question of their educational value.

Concentration vs. scattering. There are two points of view in respect to how school news should be displayed. The first holds that concentration of news upon a school page, either daily or weekly, forms a rallying point in the newspaper for parent and child.

Many papers have developed the daily, semi-weekly, or weekly school page as a permanent circulation booster. If a weekly page is used, it is generally set up on one of the dullest days in newspaper life—Saturday afternoon. Stories written by a school editor or by children themselves feature school activities and include in either written or pictorial form as many individuals as possible. The reason for this is the same as running a "society page." It is assumed, and probably with no large amount of error, that individuals like to see their names and likenesses in the paper and will buy extra copies to send to

THE NEW YORK SUN, THURSDAY, JANUARY 14, 1926.

Latest News in the Educational World of Interest to Parents, Teachers and Pupils

O'SHEA SEES NO LEGAL BREACH IN RELIGIOUS PLAN

Writes Free Thinkers Who Had Objected to System at P. S. 46.

DISTRICTION AFTER HOURS

Pupils Attend Church Classes Temporarily Release Superintendent.

STRIKE THREAT OF PARENTS HEARD

Protest Against Transfer of P. S. 149 Pupils

Teachers Launch Salary Drive

Education Pays Every One but Those Who Teach, They Say, Appealing to Public

SPRINGFIELD SCHOOL

SUBSIDY URGED FOR VISUAL AIDS

Dr. Chase Would Put Movie Censorship Under Regents.

WANTS HIGHER TAX ON REELS

Bata Proposals Be Sent to Peck Out of Films to Citizens

Using Childhood's Imagination

How Pictures Can Stimulate the Inventive Faculty in Composition Work

CATCH QUESTIONS NO LONGER USED

Regents' Tests Try to Gauge Students' Knowledge.

M'ANDREW IN HOT WATER ONCE MORE

Patriotic Societies Riled by His Views on War

MRS. SOMERS DIES AFTER ILLNESS

School Board Adjourns on Learning of Loss.

N. J. School Officials Confer Next Week

ON LICENSE NO. 1 LIST

City Names Added by Board of Commerce

TEACHERS ASSIGNED

To Be Relieved of Class Work to Aid Census Bureaus.

LAUDS CITY SCHOOLS

High School of Commerce Gets Five Years Degree

ANSWERS TO SCHOOL QUERIES

Schools.

Bar Ridge Delights In Summer Cooling

NIGHT SCHOOL

PRATT

BERLITZ

Textile High School Issues The Tex-tion

The way *The New York Sun* gives its readers the school news

friends The school page, wherever it has been properly conducted, has convinced editors of its possibilities as a circulation stimulator.

A similar development along these lines is the organization of junior writers' clubs, sometimes directed by

Honor Roll
OVER TOP!
The Press Saturday School Page
News From Schools of Greater Cleveland and Suburbs
CLEVELAND SATURDAY MAY 4 19
NUMBER 33
Press Annual Trophy
They Time Their Steps
Make Awards to 180
Send in Names for New Roll of Honor!
Flower Queen Is Stolen
Case to Give Scholarships
Presides
HARRY WIELDS MEAN BATON
Lovers Go to Gretna Green
P.-T. A. MEETS NEXT WEEK
Letters Given at East High
St. Procops Graduates 49
Snake Scares
Hold Annual Tilt
Speak in June
Meet in Boston
Seniors Split
Celts Elected
Music Is Easy

The Cleveland Press gives a page to the schools every Saturday

the language department of the public schools. The children prepare their best productions for publication,

meet regularly under the direction of the children's editor, and interest parents in the publication in which their efforts appear.

Others hold that the practice of scattering is best. School news is thus brought to the attention of everyone because it may appear upon any page. They contend that when the news is centered in one spot people are prone to pass it by without reading. The increasing number of papers that are featuring the school page as a circulation stimulator might be offered as a contradiction to this.

While both types are good, it is desirable to secure the school page as a steady source of publicity and use the second method, in addition, whenever possible.

Summary. The newspaper is widely used and furnishes an excellent agency in the development of public relations. The principal factor in the success of a newspaper program is the personal relationships established with the individuals responsible for newsgathering. An excellent means of establishing contacts is for the superintendent to meet editors upon a personal basis, acquainting them fully with his program. Common sense and honesty are the chief requisites. News stories are of two types, straight news and features. The executive or the director of public relations may act as a general clearing house, making it easy for reporters to secure news and to reach individuals who possess news. News should be presented verbally and not in "canned" form. While there is nothing so widely read yet so ephemeral as a single news story, a continuous succession of news stories may make or mar a school program. Continuity and volume are the chief factors in the circulative value of newspaper publicity.

Students Disciplined by Teaching Instead of by Old Floggings

Children Nowadays Are Schooled to Guide Selves by Developing Social Instinct, Judgment, Loyalty and Moral Stamina.

This is one of a series of articles on Denver Public Schools appearing in The Denver Times and Sunday News.

BY GEORGE LOOMS

The pedagogue of decades back was apt to consider conduct, character and morals as those intangibles which served to render his pupils docile to his discipline. A pupil who insisted in breaking the teacher's arbitrary rules, who made teaching difficult, who helped lengthen the teacher's hours of toil, was possessed of wicked character and his moral understanding was thought to be nil. The proper cure for insubordination was thought to be a good thrashing. For instance, in 1844, a survey committee in the schools of Boston found that in a representative school there averaged sixty-five floggings a day for 400 children, or one every six minutes thruout the six-hour session.

Decades ago, good conduct was considered as such that conformed to certain set rules of behavior, rules which were impressed on the children from an outside source, and frequently upon the skin rather than upon the brain. Discipline was a compelling thing, not an impelling thing. It came as a decree from an outside source rather than as a revelation from the inside, from the mind of the pupil himself.

Whatever the reader's opinion may be on occasion as a contributing element in civilization, he needs must regard the method of the Denver public school system in the business of character building as something worthy of his attention and consideration.

No More Floggings

It is understood that children are not flogged in the public schools any more. Nor is any set of precepts set up before them with the implied command: "Do this" or "Don't do this." There is no sense of outward coercion as far as the teacher is concerned.

But there is a sense of command. Conduct is considered, is discussed, perhaps by concrete examples rather than by abstract principle, and the child is led to feel that if he does not behave in a social manner he cannot expect the fruits of belonging to society. And the society which is held up before his eyes is the society of his school fellows. Any violations of the code of these school fellows of his will bring their natural consequences.

Children in the Denver Public Schools are not told in these days: "You must do this" or "You must not do that." The pressure of restraint on individual conduct seems to have gone into some dust heap with the war. Here are some of the aims of instruction in character and morals now assumed in place of the old restricting code:

Present-Day Aims

To direct the social instinct.

To overcome consciousness and awkwardness.

To train pupils to assume responsibility.

To train pupils to be on the alert to improve themselves.

A school feature story from *The Denver Times*

SUGGESTED READINGS

Newspaper Publicity for the Public Schools, by Rollo George Reynolds. A. G. Seiler, 1224 Amsterdam Avenue, New York City, distributor. 1922.

A statistical analysis of school news and news values. A good publication on the relation of the newspaper to the school program.

Publicity and the Public Schools, by Clyde R. Miller and Fred Charles. Houghton Mifflin Company, New York, 1924. Chapters V and VI.

An interesting account by practical newspaper men on how to secure publicity through the press.

Public School Publicity, by Harlan Cameron Hines and Robinson G. Jones. The Macmillan Company, New York, 1923. Chapter III.

Results of a study showing the relative use of agencies in publicity programs.

Curriculum Revision Program of Denver, by George Looms.

Reprints from the *Rocky Mountain News* and the *Denver Times*.

School Publicity. Maryland School Bulletin, Baltimore, Maryland. Vol. V, No. 3, November, 1923.

A condensed statement of the place of the newspaper in a public relations program.

Editing the Day's News, by George C. Bastian. The Macmillan Company, New York, 1924.

An excellent technical account of the mechanics of the newspaper.

The Art of Newspaper Making, by Charles A. Dana. D. Appleton & Company, New York.

Develops the philosophy of the newspaper.

The Conscience of a Newspaper, by Leroy N. Flint. D. Appleton & Company, 1925.

An active newspaper man's views on the manner in which the newspaper meets its social obligations.

The Outlook for Western Civilization, by Glenn Frank. Journal of the N.E.A., October, 1925, Vol. XIV, No. 7.

The function of the press in interpreting the schools to the public.

DISCUSSION PROBLEMS

1. Develop a plan for securing school news in your local newspaper.
2. What is the value of personal contacts in securing newspaper publicity?
3. Discuss: "No attempt should be made to suppress school news."
4. What is the best policy to use to bring the reporter in contact with news?
5. Contrast your impression of what constitutes news with that of your local editor.
6. In your community, which day is the best for securing news?
7. Under what conditions is it desirable to furnish the newspaper with "canned" news?
8. Develop a plan for securing space in a foreign-language daily.
9. How would you distribute news fairly if your community had both morning and afternoon newspapers?
10. Analyze comparatively the technique of the "news" and "feature" stories.
11. Write a 250-word news story of some educational event in your community.
12. Write a 250-word feature story of the same event.
13. Develop a plan to secure a school page in your local newspaper.

CHAPTER IX

THE HOUSE ORGAN

As soon as a school system grows to a size that makes it impossible for the executive to maintain close personal contacts with his teachers, he feels the need of some agency to remedy this condition. The house organ[1] furnishes a means for overcoming the difficulty. Such bulletins, a necessity in cities having a population of 50,000 or more, and desirable in many smaller communities, seek to develop a professional spirit, to establish a group solidarity and loyalty through common interests, to stimulate individual growth and progress, and to serve as a means of information. The house organ[2] attempts to supplement by written word the influence of constructive leadership earlier possible through constant individual contact. The executive who desires to use the house organ must determine the immediate need and then decide upon the type of publication, its content, and the methods of editing and financing it.

Form. Study of the field shows the superintendent that the house organ appears in many forms, but it may be divided into two groups, the newspaper and the bulletin.

Newspaper type. If the newspaper type of house organ will best serve the school system, *School Topics* of

[1]The term "house organ" may be defined as any circular, bulletin, or magazine issued primarily for the stimulation and information of the staff members the major part of whom are teachers. Whether such publications are issued weekly, bi-weekly, or monthly makes little difference in classification, provided the reason for publication is as stated above.

[2]The N.E.A. lists forty-nine such organs in Leaflet No. 6, April 1925. This list does not include a large number of such publications that apparently maintain no outside mailing list. From personal observation and correspondence it appears that the number of such local bulletins now published is almost at the century mark.

For Teachers and Parents

The School Index

All the News of All the Schools

An Exponent of the Cincinnati School System

VOL. XI. Every Friday of the School Year CINCINNATI, OHIO, MAY 22, 1925. Subscription $1.20 No. 37

SUPERINTENDENT'S BULLETIN

Use of Slides in Reading—High School Election Card—Training in Conservation of Vision—Decoration Day Parade—Book on "The Child"—Conferences

Office of the Superintendent,
Denion Building.

Bulletin 37.

Demonstration of Keystone Primary Slides.

Miss Laura Zirbes will give two lectures on visual education and a demonstration of the use of the Keystone primary slides in the teaching of reading, in the auditorium of Woodward High school, Friday, May 22.

Lecture for elementary principals, 3:30 p. m.

Lecture for grades 1-2-3, 3 p. m.

The primary teachers are urged to be present and may be excused from their schools in time to reach Woodward at the hour indicated.

Miss Zirbes is an instructor in Teachers' college, Columbia university, and directs some of the work in Lincoln school, the experimental center affiliated with the Teachers' college. Miss Zirbes was a member of the committee which made the study of reading, the results of which were recently published in the Twenty-Fourth Year book of the National Society of the Study of Education.

Members of Miss Hines's class, Education 71 B, are to attend the lecture and to meet with Miss Hines after the lecture at Woodward for their reports.

Correction of High School Election Card

The option in the commercial course by which the student selects algebra, was omitted on the card and should be written in by such students as elect the same to be "23a Algebra."

Particular attention is called again to the fact that options 39, "Co-operative Commercial Service Course (Girls)"; 40, "Co-operative Retail Selling Course (Girls)", and 41, "Sewing Trade School," all begin on Monday, June 22.

Training Classes for Conservation of Vision Teachers.

Under the auspices of the national committee for the prevention of blindness, courses for the preparation of teachers for conservation of vision classes will be conducted at Peabody college, Nashville, Tennessee, and at the University of Cincinnati. The University of Cincinnati classes will open on Monday, June 22, and continue to July 31. Mrs. Winifred Hathaway, secretary of the national committee, and Miss Lawes and Miss Paul of our own school will conduct the courses in the University.

All teachers interested in this work and desiring to have training for the same, should inquire of Miss Lawes or Dean L. A. Fechstein of the College of Education for further information upon the matter.

Decoration Day Parade.

The attention of principals and teachers is called again to the statement in THE INDEX of last week in reference to the participation of the schools in the annual commemoration of Decoration day. All principals and male teachers not otherwise engaged with their schools are especially reminded of the obligation to participate with the members of the board in the procession down town. Definite instruction will be distributed to the schools, indicating the hour and place of assembly for those participating and giving specific direction to principals whose pupils will march down town.

The Child: His Nature and His Needs

The Children's foundation, of Valparaiso, Indiana, established by gift from Mr. Lewis E. Myers, of that city, and chartered by the State of Indiana as a corporation not for profit, has published a book entitled "The Child His Nature and His Needs." This is a volume of more than 500 pages, with many illustrations and is undoubtedly the best publication of its kind now available. It has been prepared by an especially selected staff of sixteen eminent authorities, under the general supervision of M. V. O'Shea, Professor of Education, University of Wisconsin. It presents material of unusual importance to teachers and a copy of the book should be in the possession of every principal and teacher in our schools.

The Children's foundation will send, postage prepaid, a copy of this book for the nominal charge of $1.00.

Miss Logan's Conference.

Geography teachers of Grade VIII are asked to meet with Miss Logan at Woodward High school, 4 p. m. Tuesday, May 26. They are requested to report definitely on last month's assignment as to changes desired in the present course of study.

Kindergarten Conference.

Kindergarten conference for Cummins Group 1 at Cummins school, Tuesday afternoon, May 26, 4 p. m.

EDWARD D. ROBERTS,
Acting Superintendent.

RETIRED TEACHERS DIE

Last Monday night at Christ hospital occurred the death of Miss Alice M. Morehouse. Miss Morehouse had been ill for two months. She was a teacher for 45 years of which 40 had been devoted to the Oyler school. She retired from the profession three years ago.

* * * * * *

Another teacher who died recently was Miss Mary R. Metier formerly of the Fourth Intermediate school.

Work is its own reward, "work" being understood to mean every endeavor of man to reach a definite goal.—*Ibsen.*

MARIEMONT

School Should Be National Exemplar, Declares School Head—Acting Superintendent Roberts Points Out Educational Opportunity of Model Village.

An impressive speech notable for its idealism was made by Acting Superintendent Roberts at the dedication of the new Mariemont, Ohio, school last Saturday afternoon. Mr. Roberts indicated some of the inviting possibilities of Mariemont's educational future.

Beginning with the slogan, "the village of Mariemont, a national exemplar," he showed how the school itself might become a national exemplar. "The present generation, he said, "may help to establish Mariemont, but the coming ones will bring the full realization of its possibilities. Consequently the service of the schools which develop the coming generations is the most important of all undertaken by the community. "The building is a beautiful structure," he continued, "but it is not the school. The life that is lived within the four walls, the contacts of teachers and children in the various rooms of the building day after day, are the things which make the real school. It is for all concerned to make certain that the real school exemplified in the daily living of teachers and children and community, is the very best possible, as the architects and builders have made the structure in which the life is to be housed the best possible.

"The most important factor in such a school is the body of teachers. As is the teacher, so is the school. It will be worth all it costs to the village of Mariemont to employ the very finest teachers that money can buy. This should involve not only the most highly prepared and well experienced, but teachers of great competency, strong personality, ideals and vision, and ability to realize ideals and vision. Such teachers should be made to go from their local place of service in Mariemont to other places in the country where things worth while are to be observed, and for such purpose should be sent each year for a definite time at the expense of the board. Likewise the best influences from this or any country should be brought at the expense of the board into Mariemont whenever possible in order to inspire the teachers and community.

* * * * *

"The Mariemont schools should lead and not follow and should be truly an exemplar for the schools of America if they become so I am confident that the village will be known far and wide, and known primarily or in large part because of the school.

"Winnetka is known to superintendents and school workers the na-

(*Continued on last page, col 2.*)

DEFEATED

Wage Amendment Asking for "General" Salary Increase—Chairman of C. T. A. Salary Committee Offers Resignation—Executive Board to Consult With Superintendent.

700 or 800 members were present at the meeting of the Cincinnati Teachers' association in Woodward High school last Friday afternoon. The attendance, the largest in years, was estimated that of the crowds which made up the audiences of the Cincinnati Association of Public School Teachers around the year 1918. There were evidences in the assembly of restrained excitement and now and then came brief flashes of impassioned expression.

As in 1919 considerations of salary were the reason for the large attendance.

President Evans stated that the official board of the C. T. A. had been working in conference with the Superintendent, and the Board of Education concerning teachers' salaries. From the official board he presented a resolution for the approval of the teachers dealing with this matter. The resolution provided that the association accede to the plan recommended by the Superintendent, that teachers be permitted to participate in the making of the new salary schedule, and that every effort be made to put the new schedule into effect by September, 1926.

Amendment Defeated.

Hereupon Miss Elsa Raschig of Woodward High school offered as an amendment the addition "and that the increase in salary be general." There was seemingly a wide divergence of opinion between elementary and high school teachers on the topic at issue and apparently the proposed amendment was offered with the view of bringing out the definite position of each group. Miss Raschig's amendment after brief discussion was overwhelmingly defeated. The amendment being lost the original resolution was adopted with few dissenting votes.

At one time the meeting seemed likely to develop into an argument concerning the justice of the respective salaries of high school and elementary teachers. President Evans declared this discussion out of order, saying that such considerations were to be left to the salary committee.

Inquiry developed the fact that the committee which had consulted the Board of Education upon the subject of salary was not the constitutionally established salary committee but a special committee appointed for this purpose.

Mr. William von der Halben who had been called chairman of the regular salary committee offered his resignation at the meeting in the belief that he does not represent the majority of the C. T. A. This resignation was not accepted.

Mr. George Bauman of Hughes

(*Continued on last page, col. 3.*)

A newspaper type of house organ issued by the Cincinnati schools

Cleveland, *The School Index* of Cincinnati, and the *School Review* of Denver furnish a good three point scale of selection. Of the three papers, *School Topics*[1] presents a closer approach to the school ideal than do the others. The newspaper type of house organ is generally issued weekly, although sometimes bi-weekly, and in make-up and size resembles to a large extent its prototype. Headings, art, and story construction usually follow closely that of some local newspaper. They are printed on white paper of better grade than newsprint, ranging from a light bond to heavy enameled stock. The type used is eight, ten, twelve, and fourteen point, printed with black ink. These papers vary from four to twelve pages in size. (See pp. 98, 100, and 101.)

Bulletin type. If the bulletin type of house organ is preferred, the field offers wide range and choice. Among the better known may be included *The Detroit Educational Bulletin*, now in its ninth year; the *Baltimore Bulletin of Education*, in its third year; *The Chicago Schools Journal*; *The Seattle Educational Bulletin*, and the *Newark School Bulletin*. These may be considered as typical publications, practically all of the others following them in make-up and general appearance.

The house organ in bulletin form is in most instances a monthly publication and in form somewhat resembles the commercial house organ. The size is either six by nine inches or six and one-half by nine and three-fourths inches. The tendency appears to be to standardize on the larger size in order to secure uniformity for advertising purposes. It may be printed upon white or tinted paper, the general preference appearing to favor some egg-shell stock. The type varies from six to fourteen point,

[1] Edited by Clyde R. Miller, whose work is quoted elsewhere in this volume.

The Official Magazine of the Public Schools of Cleveland

SCHOOL TOPICS

Published to Promote the Education of Cleveland Children

Vol. VIII CLEVELAND, OHIO, JANUARY 15, 1926 No. 8

'Sacred' Method Held to Blame For Silly Texts

Inane Material in Primary Books Hinders Teaching of Reading, Declares Critic

Second and Concluding Article of a Series by Alma B. Gotham, General Supervisor

How may we discriminate as to our choice of materials and methods we propose to use for teaching reading to beginners?

Often-times an author has evolved a method worked out through his own experience. Then, with co-workers a series of readers is created to carry out the method. A manual is written which elaborates and explains. Teachers are warned of the serious consequence of adding to or taking from the instructions. Everything is subordinated to the sacred method. Let your minds go back to a period when this was a required exercise in a certain system

If I see a fly go by,
I can hit it if I try
I see a fly,
I see a fly,
I will not hit you little fly
So bye-bye, bye-bye

Silly Books Indefensible

The materials built about any one method are likely to be inane and meaningless, uninteresting and unintelligent to even a normal four-year-old who has had the benefit of living those years in a fairly intelligent environment.

Why should not subject matter be judged and selected in much the same manner as any real child's book is chosen?

(Continued on Page 2, Col. 2)

Conventional Landscape

A conventionalized landscape might well be the description of the above drawing made in Glenville High School art classes. This design was carried out in other motifs to be used for decorative purposes

Dental Defects Numerous

From a total of 9208 children examined by Cleveland school doctors recently, 8,704 had physical defects. Bad teeth was the most often discovered defect.

Lure of Ancient Races In Museum's New Books

Pocket Natural History Number 2 entitled "Indian Homes," and Pocket Natural History Number 3, entitled "Mound Builders," by H. L. Madison, are now ready for distribution by The Cleveland Museum of Natural History.

The first is a thirty-six page booklet with text and illustrations, which show exterior and interior views of practically all the different types of houses known to have been used by the North American Indian.

There is a series of maps showing the area occupied by each type, as for example the skin dwelling, the earth lodge, and the bark house. In the back of the book is a page devoted to directions for making a model of a plains tipi. There is also a map on which are indicated the different cultural areas. This is accompanied by a tabulated text giving the characteristics of the people inhabiting each area.

The "Mound Builders" is a twenty-seven page booklet with matter similarly arranged. There are more mounds in Ohio than in any other state and the most thorough and extensive study of mounds has been done by Ohio Archeological and Historical Society at Columbus. Therefore, the material published in the booklet is based largely on the work done by Director William C. Mills and Curator Henry C. Chetrom of that Society's museum.

The forty-four photographs used to illustrate the booklet are lent by the Ohio Archeological and Historical Society. In the back of the book is a map showing the areas in Ohio occupied by Indian tribes which came into the state about one hundred years after the Erie had been exterminated by the Six Nations.

The postpaid price is cents a copy or 12 cents in lots of one hundred.

Teacher's Task More Exacting, Says Mr. Jones

Superintendent Points to Need for Better Background and Larger Knowledge

By R. G. Jones, Superintendent of Schools

In the past, youth has been appraised very largely according to an age-grade basis and this basis assumes that mentalities mature at about the same time, that boys ques mature at about the same age, and that inclinations are much the same. In fact the presupposition that governs our appraisal is that of uniformity in mental, physical, and social qualities.

However, in after-life, if we review the common topics of conversation, a fairly good portion, at least, of gossip, is surcharged with the identification of points of difference among our fellows.

Constant Appraisal

We point out that a governor was a very good professor of political economy, but quite disqualified to manage a group of politicians in charge of a large road building program; that a senator is capable of making sound judgments, but untrustworthy, that the teacher is possessed of abundant knowledge, but cannot instruct, that the doctor is a good diagnostician, but a poor surgeon.

Thus we are always appraising human values in adult life. There is a constant sorting out of strong and weak qualities. This is equally true in the everyday life of children, parents, neighbors, and time.

We are obliged to do some careful thinking about classification that will place children who are mental equivalents where they may work at their own rate of speed.

No Excuse for Hurry

With increasing knowledge of the ways and means for analyzing minds and grouping abilities, we are finding that a chronological measuring stick was cheap but only fairly accurate.

In addition to intelligence there are other personal qualities such as courage, integrity, temperament, leadership aggression, and emotion which are the motive powers that drive the intellect. Concretely, an individual possessed of intellect but without the co-ordination of these motive powers is comparable to the best automobile constructed, without gasoline.

There is no good excuse for hurrying children through their learning period, or hurrying them into premature occupational or vocational work because they cannot get on with their abstract studies. Early to flower, early to die. Nine years of general education is not too much for the majority of children.

There has been much said about making the junior high school an ex-

(Continued on Page 3, Col. 4)

Some 'Health Education' Isn't That at All

By Charles H. Judd, Director of the School of Education, University of Chicago

THE physiologist takes a muscle out of the body of a frog or some other animal and causes this muscle to contract by means of an electric shock applied to the nerve which is connected with the muscle. The muscle contracts at first vigorously, but gradually responds less and less until finally it refuses to work any longer in response to the electric current. It is then exhausted. Not at all. It is merely clogged up with waste chemical substances that are left behind as a result of the molecular processes which take place in the muscle every time it contracts.

We all of us have experiences which confirm the findings of this laboratory experiment. If one takes more exercise than is usual one finds the muscles which have been overworked stiff and sore. The reason is that they are

*Parts of an address delivered before the Dept. of Superintendence of the National Education Association.

ducts. This means that the body is not prepared to wash out the muscle and in such a way as to keep it fresh and vigorous for new work.

The muscle is not alone in the work which it does; it is part of a system which replenishes it and keeps it in trim for the demands imposed upon it.

* * *

I HAVE never seen a group of children who cannot be interested in this story of the contracting muscle. I have never known a group which cannot be taught an important lesson about health by being told in these terms that running and wrestling and swimming are not forms of exercise which are advisable chiefly because of the effect which they produce in enlarging the muscle but because of the training they give the body in taking blood to the muscle for the sake of keeping it clear for action. In short, tell boys and girls that what their bodies need is not a lot of overgrown muscle but a clear, strong blood stream

clogged up with their own waste products and you have set their feet on the path of intelligent health.

* * *

IF one examines the behavior of a normal animal which is digesting its meal, one finds that the muscles of the alimentary canal are working slowly and rhythmically promoting the processes of assimilation essential to health. The physiologist in his experiments gives this animal, which is peacefully digesting its food, a nervous shock of some kind. What happens? There is a spasmodic contraction of all the muscles of the digestive apparatus and all the peaceful rhythm is lost. The processes of digestion are interrupted. Not only so, but the glands of the startled animal begin to secrete more vigorously under the nervous excitement and the body is chemically disordered as well as deprived of its normal muscular contractions.

"Again we may appeal to personal

(Continued on Page 4)

SCHOOL REVIEW
OFFICIAL PUBLICATION OF THE
DENVER PUBLIC SCHOOLS

VOL. VII DENVER, COLORADO, JUNE, 1925 NO 4

The Denver Program of Curriculum Revision Gains Wide Recognition

The present program of curriculum revision has now been in effect three years. The results on the whole have been most gratifying. Pupils and parents have manifested interest in school work to an extent that has been most encouraging. This is at least a favorable indication.

One of the big results in the program has been the professional growth of teachers and all members of the professional staff. There is no way by which a person can grow in the true sense of the term better than through an intelligent study of the problems that face him in his work. That is what a curriculum revision program represents for the teachers in so far as teacher participation is provided for. Teacher participation has been a cardinal principle of the Denver program. It has been physically impossible directly to involve all teachers but there have been over forty committees of teachers at work on the problem. Many teachers who are not on committees have been called into cooperative plans with committees for working out new courses.

In this connection the following extract is taken from a statement made by one of the leading professors of education in the United States. This man is probably on more national committees that are working on the biggest educational problems than anybody else in the country. He is a member of the faculty of one of our largest universities. After having been here to work with some of our committees as a specialist, he made the following statement entirely of his own accord:

"I realize that in terms of the knowledge of the course of study any man will have to measure up pretty well to hold the respect of the various groups of Denver teachers which have been working on the course of study. These groups are intelligent and well informed. There are very few men if any who could not learn a good deal from the people in these groups. Some of them appeal to me to be as intelligent and capable as most of the national committees with which I have worked. I was particularly pleased with this evidence of the success of your plan."

This is typical of what practically all the specialists who have participated in the Denver program have said about the intelligent grasp of the problems of education possessed by our teachers.

The program has had wide recognition in many ways. The new courses of study have been ordered from all parts of the United States and from some foreign countries. Many communities have adopted them outright for their own use. The following are some of the comments that have been made by leading educators over the country concerning the new courses which we have printed up to date:

"As inquiries come in to me as to what are the best printed courses of study, I shall have to reply now by placing yours at the head of the list. The results of the thorough-going research of your committees are clearly evident. I shall be able to use them with large profit in connection with my classes in the curriculum. Dr. Franklin Bobbitt, professor of education, Chicago University.

"The publications which have been issued by the Denver schools and those which are to appear will serve not only the school system in which they originated, but many other school systems of the country." Dr. Charles H. Judd, director of education, Chicago University.

"You may be interested to know that Dr. W. W. Charters with whom I have recently talked stated without hesitation that, in his opinion, the most thorough going revision of the curriculum on a scientific basis is being carried on in your city." Mr. Walter M. May, deputy commissioner State Department of Education, Concord, New Hampshire.

"I have just written Superintendent Newlon in appreciation telling him among other things that my recently course is taking it up as the latest piece of practical curriculum making." Dr. William H. Kilpatrick, professor of education, Teachers College, Columbia University, New York City.

"I may say regarding your work that it is my judgment that you are attacking the problem of curriculum making in the only way that it is ever to be successfully solved. You are making a worth while contribution to education and are placing us all in your debt." Dr. W. E. Sealock, dean of Teachers College, University of Nebraska.

This is not presented in a boastful spirit but the people of Denver are stockholders in the schools. It is only right that facts of interest to them should be frankly reported. The administration of the Denver schools is prepared to substantiate any of the claims made directly or by implication for the curriculum revision program in the above paragraphs.

The board has approved a department of curriculum revision which will be in charge of a director who will give all of his time to the carrying on of this work in the Denver schools. If the courses of study are kept up to date year by year it will not become necessary again to organize an extensive curriculum revision program. If they are not kept up to date year by year periodic curriculum revision drives will be necessary. It is obvious that we shall have greater efficiency in our schools if the former plan is followed. All efficient organizations keep themselves continually adjusted to new developments. Nowhere should this principle apply with more point than in education. All that is spent for buildings, teachers' salaries, and all other items that go to make up our school system is lost to the extent that the courses of study are obsolete. It is necessary to keep our courses of

As near as can be estimated the graduating class of the Denver high schools will number 1,595. This compares with 1,-310 in 1924 and with 1,188 in 1923.

The size of the graduating class from each school with the number planning to go to college is given below:

School	Size of Class	Planning To Go to College
East	450	405
Manual	188	75
North	370	207
South	187	91
West	108	125

Graduating exercises will again be held in the Municipal Auditorium, Friday evening, June 12.

FOUR tickets of admission are being given to each graduate for the use of the immediate families.

FROM ONE OF THE HOME FOLKS

"I have often observed that the young man with a college education is more capable of large development than the one who has not had such an advantage.

"The young man with a merely elementary education may do all right up to a certain point. Then he is apt to stick, while his college-bred colleague will keep right on going up.

"The college man seems to be capable of broader vision and of assuming higher responsibilities. The older I get the more I realize this. There is something about a university training that stimulates the individual mentally, and often morally and spiritually as well."

I. F. Dowder
Vice President Hallock & Howard Lumber Company

Two High Schools Nearing Completion

Enrollment Rules for East High School and Mitchell Junior High School

Present indications are that two of the five high schools now under construction will be ready for service with the opening of school in the fall, the Mitchell Junior High School at Thirty-second Avenue and Humboldt Street and the East High School at the City Park Esplanade.

These buildings, from the standpoint of arrangement, heating, ventilating, and lighting are thoroughly modern. In addition the buildings are absolutely fire proof, a feature which should be a source of great satisfaction to the parents in these districts.

The enrollment of the Mitchell School will be seventh and eighth grades from Columbine, Hyde Park, Mitchell, Gilpin, Twenty-fourth Ashland pupils from that part of the Ebert district north of the center of Eighteenth Avenue and west of the center of Broadway who prefer Mitchell pupils from that part of both Park Hill and Montclair districts north of Twenty-eighth Avenue, also pupils from Swansea who prefer Mitchell.

This new school will also furnish ninth grade facilities for pupils of these same schools who have heretofore gone to Manual Training High School. It is the plan to discontinue the ninth grade at Manual as soon as the ninth grade pupils now in the school have passed on to the tenth grade.

Pupils living in the Mitchell district who are now attending some other junior high school may remain in the school where they now are or they may go to Mitchell.

Enrollment rules for East High School—

All students now attending East High school may continue in the new East High School whether they belong in the district or are there by transfer.

All tenth grade students from Cove and Morey Junior High Schools should go to East High School.

All students living in the East High school district that is students from the Cove and Morey Junior High School districts who have enrolled in some other senior high school will be permitted to transfer to the new East High School. Such transfer request should be made to the principal of the school where the student now attends before the close of the school year, June 12.

study and methods of instruction up to the last word in order that the support which the people are giving to the schools may accomplish the purpose of which it is given

and the ink is generally black, although some of these publications attempt variations in blue, green, and red for special numbers. The most effective, although not necessarily the most striking, is black ink on a plain white background with a column width of not more than two and one-half inches to make reading easy. The bulletin type of house organ ranges from eight to thirty-two pages in size, with an average of sixteen pages.

Special forms. A few school systems issue special numbers of their house organ as research numbers to meet some pressing need or to present rather formally the results of investigations.[1] Publications of this nature stress salary, building, health, and administrative and special phases of instructional problems. They may be directed to the teachers, to the public,[2] or to the children themselves.[3] The editing is related closely to the purpose and the audience for which they are intended. Some of the best have been published by Detroit, Cleveland, Rochester, Newark, and Milwaukee. While issued under the general editorship, they give full credit to the individuals who have prepared them.

Methods of editing. There are three methods employed in editing house organs. The first is entirely by the editor in headquarters;[4] the second by the editor assisted by a group of teachers representing various divisions of the system,[5] and the third is by the teachers' organization without any direct contact with the central offices.[6]

As a result of general experience the second method appears to offer the best advantages. The necessity for

[1]See research numbers of *The Detroit Educational Bulletin*, Nos. 1 to 10, 1920–25. Also monographs of Cleveland public schools, edited by Clyde R. Miller.
[2]*A Building Program for Milwaukee Schools*, by W. W. Theisen, 1924.
[3]Monographs by Cleveland and Milwaukee public schools on "Going to High School."
[4]*The Detroit Educational Bulletin* and *Baltimore Bulletin of Education*.
[5]*School Topics*, Cleveland. [6]Buffalo and San Francisco.

The Detroit Educational Bulletin

Published Monthly for the Teachers of Detroit by the Board of Education, Detroit, Mich.

Vol. 9 September, 1925 No. 1

The Bridge Builder

An old man, going a lone highway,
Came at the evening, cold and gray,
To a chasm vast and deep and wide.
The old man crossed in the twilight dim,
The sullen stream had no fear for him;
But he turned when safe on the other side
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way;
You've crossed the chasm deep and wide;
Why build you this bridge at eventide?"

The builder lifted his old gray head—
"Good friend, in the path I have come," he said,
"There followeth after me today,
A youth whose feet must pass this way,
This chasm that has been as naught to me,
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim—
Good friend, I am building this bridge for him!"

—Healthy Home, March 26, '21.

The law of worthy life is fundamentally the law of strife. It is only through labor and painful effort, by grim energy and resolute courage, that we move on to better things.

—Theodore Roosevelt.

First page of *The Detroit Educational Bulletin*

Education Bulletin

State of New Jersey
Department of Public Instruction
Trenton

Vol. XI | May, 1925 | No. 9

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Published Monthly except July and August

Entered as Second Class Matter January 8, 1915, at the postoffice at Trenton, New Jersey, under the Act of August 24, 1912

Showing the contents of a bulletin published by the Department of Public Instruction, Trenton, N.J.

Baltimore Bulletin of Education

A Journal of the Public Schools of Baltimore, Md. Published Monthly under authority of the Board of School Commissioners by the Bureau of Research.

Volume III NOVEMBER, 1924 Number 3

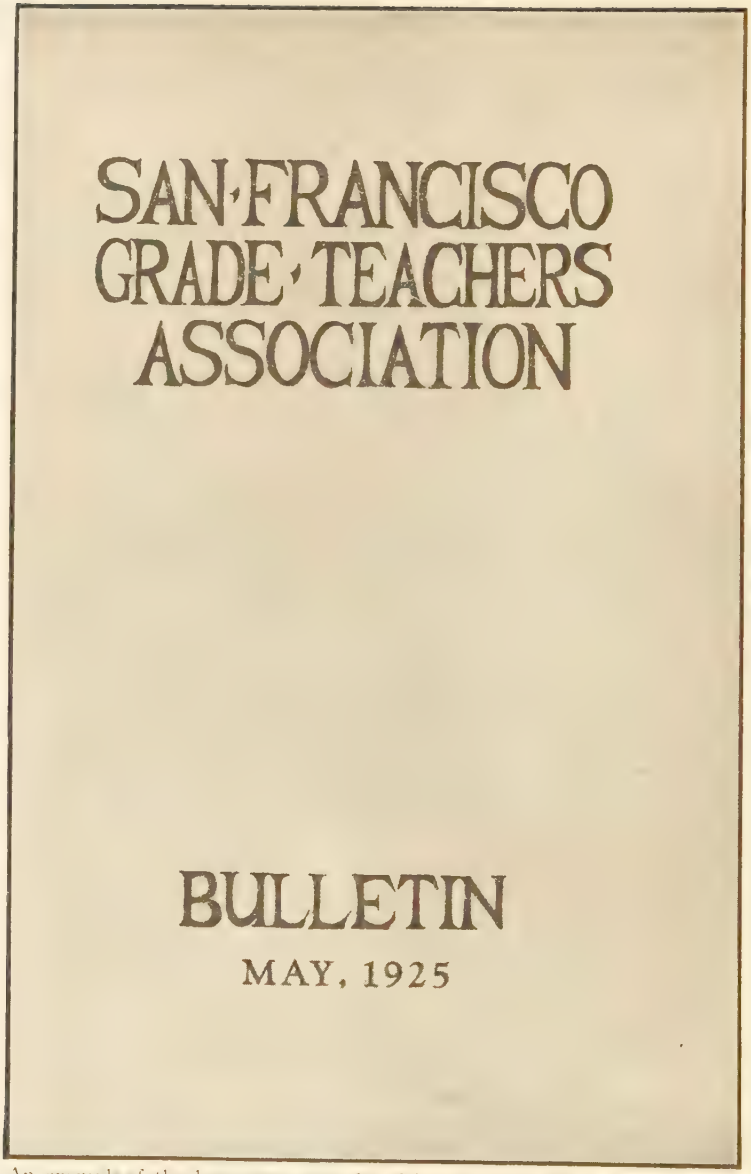
A CLASS IN JUNIOR BUSINESS TRAINING

CLIFTON PARK JUNIOR HIGH SCHOOL

"To impart the general business information which all citizens should have; to develop habits of thrift; to serve as tryout courses—" these are some of the aims. [See page 63.]

IN THIS ISSUE:

FINDING AND REMEDYING THE DIFFICULTIES OF INDIVIDUAL PUPILS



An example of the house organ produced by a teachers' association. Size: 4½ by 6¾ inches. 32 pages and cover. Issued monthly. Financed partly through advertising

setting a general and continuous policy is safeguarded through the leadership of the general editor. The interest of the teachers may be secured and stimulated through the active participation of various members of the group. Participation develops interest, understanding, appreciation, and aggressive support. By changing the associate editors annually, a large group of teachers can ultimately be interested in the house organ and educated to its value, and become aggressive field missionaries.

Editorial policy. An examination of house organs indicates two opposite types of editorial policy with a number of intermediate variations. Some superintendents prefer the impersonal type of house organ wherein every article published, except that credited to the superintendent, is anonymous. The theory behind this is that the house organ represents the school system and must be as impersonal in character as a newspaper. One publication of this type has come under observation where teachers claim that it is necessary to die or resign before they can get their names in the bulletin.

A second type gives full credit to everyone contributing to the publication, and every signed article may be considered as having been written by the person under whose signature it appears. Intermediate types have a number of impersonal articles and a few that are signed.

Since the essential purpose of the house organ is to stimulate the teachers and to interest them in the publication as something closely their own, it would appear that the first-mentioned policy would in the long run defeat its own ends by destroying interest and effort. A school system is a personal organization, and each normal individual craves attention for and recognition of his particular contribution, although it may be of little

value in relation to the system as a whole. Superintendents who are responsible for the second type of house organ mentioned appear to have recognized more clearly the psychological values underlying complete and constant recognition of the value of teacher contributions and activities. Over a period of time it would appear that such policies will more nearly achieve the aims of the house organ than the first type mentioned.

Materials. A cross section of the type of material published in the average house organ might be classified as follows: Almost every number contains an editorial signed by the superintendent or others dealing with some pertinent educational question, or else some topic that gives teachers professional inspiration or stimulation. It is the direct means by which the superintendent reaches all of his teachers. A second type of material consists of the presentation of some research problem as worked out by teacher or staff member. Many superintendents use this medium to afford an outlet for teacher activity and recognition of individual effort. Another type of news may be classified as official notices to teachers and principals from headquarters. To this extent it takes the place of the old principals' and teachers' mimeographed notes. Announcements of local and national professional organizations have a prominent place. Appreciative sketches of teachers who die in service, or who retire because of age, are carried in most publications. The conditions of instruction with levels of achievement are shown in a few instances. These printed appraisals give the outcome of testing programs and furnish teachers with a general cross section of instructional levels. When presented simply and non-technically, they are of real value to the staff.

Memorial and Peace Day

Illinois 1925
An effective bulletin for teachers issued by the State Department of Public Instruction

DO YOU KNOW

That the Seattle Public Schools include—

9 high schools, and
83 elementary schools, with
1680 teachers and principals?

That the Seattle Public Schools provide—

Medical inspection as a safeguard against contagious disease?

School lunchrooms where scientifically balanced lunches are served at cost?

That the Seattle Public Schools conduct—

Part-time classes for employed boys and girls under 18 who attend school four hours per week?

Vacation schools for pupils who wish to remove deficiencies or work for advanced credit in elementary and high school subjects?

Evening schools for Americanization, vocational training, and cultural instruction?

That the last two named are self-supporting?

That the Seattle Public Schools offer—

Classes for the deaf and partially deaf?

Speech correction classes for boys and girls with serious speech defects?

Clear type classes for children with impaired vision?

Bedside teaching for pupils at the Children's Orthopedic Hospital?

Special classes for mentally backward boys and girls?

Parental schools for boys and girls who need guidance to prevent their becoming delinquents?

Instruction for boys and girls who are held at the Juvenile Detention Home and for older girls under the care of the Ruth School for Girls?

The *Seattle Public School Bulletin* is a 4x9 inch, 8-page leaflet. The above is a representative first page

Reviews of new professional books and timely magazine articles are presented, affording the average teacher a means of keeping in touch with professional development. Brief accounts of local school activities and an inspirational poem usually complete the type of material presented in the regular numbers. In some instances these articles are well illustrated, but more generally they have no illustrations.

Circulation. The major circulation of the house organ is to teachers, and consequently the size of the circulation varies directly with the size of the school. Some of these publications are also sent free of charge to interested citizens and to select outside mailing lists. As far as can be ascertained through correspondence, the number of copies distributed outside of the teaching force varies from fifty to five thousand.

THE
TEACHERS' BULLETIN

PUBLIC SCHOOLS OF HIGHLAND PARK, MICHIGAN

Vol VII Monday, February 23, 1925 No. 4

A Conference On the Cause and Cure of War

By Edith V. Alvord

Mrs. Alvord of the Board of Education represented the General Federation of Women's Clubs at the Conference on the Cause and Cure of War, held in Hotel Washington, Washington, D. C., in January.

Mrs. Carrie Chapman Catt, in setting forth the aims of the Conference on the Cause and Cure of War, held in Washington January 18-24, said "We shall not discuss the horrors of war nor whether or not war may be abolished. We shall assume that war is a relic of barbarism and should have been abolished long ago. The first aim is our own education concerning three points: Why has war continued among men? Why have solemn compacts between nations to end it been so long delayed? Why does the anti-war movement in our own country lag so inexplicably? Is it selfish indifference, is it American unintelligence, is it the stubborn survival of that ancient policy, 'War always has been and therefore always will be?'

"Or is there a more sinister cause? Is it the hope of profit by war supply interests? It is alleged that the Great War made 21,000 American millionaires. What wonder if other Americans dream of recurrence of such opportunities! Or is it the economic demand—that is, American investments in the copper, iron, silver, gold, oil, nitrates, or other lands—or loans to big ventures there, that secretly expect military protection in cases of emergency?

"It will be our duty to learn, if we can, whether it is any one of these influences or all combined that nags every effort in this country to recognize permanent world peace as a problem inclusive of all other problems. We must ask with emphasis what is the source of resistance to world co-operation to end war and what is its nature?"

Mrs. Catt expressed as the second aim of the Conference the hope that every delegate would pass on to her state and toher local group of the organization she represented the findings of the conference, and as the third aim, the hope that a method of co-operation might be formulated to eliminate duplication and waste motion while stimulating all to a more vigorous morale, that the combined efforts of the organizations in the direction of world peace might be made more effectual. "Agitation for a cause is excellent; education is better, but organization is the only assurance of the final triumph of that cause."

Nine great national organizations of women were represented at the conference—drawn together for the first time, and ready to sink their differences of opinion to formulate an effective program of world peace. In sending out the call to the conference, Mrs. Catt challenged, "If these organizations cannot arrive at a common viewpoint and make common progress, then let us cease to wonder that the nations of the world are slow in coming to perfect faith and understanding." The organizations were. American Association of University Women, Council of Women for Home Missions, Federation of Women's Boards of Foreign Missions of North America, General Federation of Women's Clubs, National Board of the Young Women's Christian Associations, National Council of Jewish Women, National League of Women Voters, National Christian Temperance Union, National Women's Trade Union League. Not one of these organizations is a peace society. All of them have made some study of war and peace, but none of them is committed to a pacifist propaganda in the sense of advocating abolition of Army and Navy.

Mrs. Thomas G. Winter, former president of the General Federation of Women's Clubs, was chairman of the program. The speeches were so filled with information that delegates were well nigh exhausted trying to assimilate all the facts. The speakers were experts—college professors, lawyers, generals, men from the government service, judges—men and women who had given years to research and investigation of the subjects presented. For three days the causes of war were discussed, then for three days the cures.

That it is never easy to sink differences of opinion was plain after two days of the conference. Many murmurs

depending upon local policy. In some instances a few bulletins are sold to outsiders at a nominal rate of fifty cents to one dollar annually.

Financing. Three methods of financing school bulletins are employed. In many instances the cost is borne entirely by the board of education from its general fund. In others, part of the burden is carried by the sale of space for advertising, the balance of the mechanical cost and the editing cost being paid by the board of education. A third method is to have the teachers' association bear the burden. It is possible, although not within the writer's knowledge, that such publications might be supported entirely, so far as mechanical and distribution cost is concerned, by the sale of advertising space. Even under these conditions the cost of editing would be a charge against the schools because in most cases the circulation is too small to permit the charging of high rates for space. In all instances the publication is furnished free to teachers.

All three methods of financing have their good points and may be employed as local conditions warrant. In some cases the policy of the school board does not favor subsidy from sale of space, because the major part must be sold to companies selling textbooks. In other instances the school board does not feel justified in spending tax income upon such publications, although there appears to be little foundation for this viewpoint. In the last analysis, local conditions and policies will govern the method of financing the school bulletin, although the first method is preferred.

Teachers' handbooks. A new development of an old procedure may be seen in the teachers' and principals' handbooks of the Buffalo schools. The old type of material

PENNSYLVANIA SCHOOL JOURNAL

Vol. LXXIII NOVEMBER, 1924 No. 3

By Edwin A. Abbey
Copyright 1911 by M. Gertrude Abbey

Permission *Scribner's Magazine*

THE APOTHEOSIS OF PENNSYLVANIA
See page 168

PENNSYLVANIA STATE EDUCATION ASSOCIATION

Publication Office, 10th and Scull Streets, LEBANON, PA
Editorial and Business Offices, 10 S. Market Square, HARRISBURG PA

ERIE CONVENTION OF THE P. S. E. A., DECEMBER 29-31
(See page 163)

EDUCATION WEEK, NOVEMBER 17-23
(See page 175)

Type of monthly magazine issued by the state teachers' association

The Relation of the Teacher to the Supervisor

The supervision given the class room teacher in Buffalo exists for the purpose of intelligently commending that in the teacher's work which is good and for the purpose of sympathetically and constructively criticizing that which is weak. A certain amount of uniformity in procedure is indispensible, but supervision is designed to reduce this to a minimum and to stimulate individual initiative and resourcefulness. The "artist" teacher will develop her teaching technique to the highest possible point. She will welcome constructive suggestions and delight to exhibit her work. An "artisan" teacher requires detailed specifications and constant inspection.

It is assumed that you are or wish to be an "artist" teacher. The following suggestions should be helpful:

(a) Make consistent daily preparation for every lesson.

(b) Encourage visitors. Frequently invite the supervisor into your room to see work which you have specially prepared.

(c) Remember that anyone connected with the system who visits you is your friend. Cultivate confidence in yourself. Ask your visitors for suggestions or criticisms.

(d) Keep a notebook in which you record any difficulties encountered in your work, and discuss this with your supervisor in conference.

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Sample page of the *Buffalo Teachers' Handbook*, indicating the type of material presented

The Relation of Parent and Teacher

Every teacher must secure as high a degree of friendly, sympathetic cooperation from the parent as she can. Only as the home understands the aims and ideals of the school will there be intelligent help.

Much of this knowledge must come by having the parents visit the school to become acquainted with it at first hand. Make every possible effort to have Parents' Day a success. It is necessary to do more than issue a general invitation. Strive to create in the child the desire to bring the parent and teacher, the home and school, more closely together. If the parent knows, by actual observation, what the aims and activities of the school are, he will sympathize with their purposes and will more readily uphold the school in effecting them. This intimate contact with the teacher and school will establish a feeling of mutual understanding and helpfulness. The parent who knows his child's teacher will seldom be an unreasonable, complaining patron. The attitude of the parents toward the school as a whole and the teacher, personally exerts an immeasurable influence in developing right attitudes on the part of the children.

Parents and teachers must share this responsibility. The teacher has the right to expect the parents' cooperation on such matters as cleanliness and everything conducive to the physical well-being of the child.

The teacher also has the right to expect support in disciplinary problems. To bring about this team work the teacher must receive parents cordially when they visit the school and be ready to discuss the chil-

53

Sample page of the *Buffalo Teachers' Handbook*, indicating the type of material presented

presented in this form was rather formal in character and consisted largely of rules of procedure for the teacher. In the Buffalo revival the material has been changed and "sets forth the practice, procedure, and personal attitude of the superior teacher in the hope that, with the statement of an ideal before us, we may all more nearly achieve it." The material consists of information upon salaries, sabbatical years, pensions, rules, etc., and in addition contains interesting statements of the attitude of the teacher toward extra-curricular activities, and the relation of the teacher to the supervisor and to the parents of children. Much of the material is well written and departs from the ancient manner in omitting the "thou shalt" language for that of suggestion and description. As a result its effect is probably constructive and non-irritating.

This material is supplementary to the school bulletin and deals with things more professional in character and of less general interest. The policy of presenting this material to the teacher in permanent form may be considered good practice, although the handbook idea has not of late years been considered as representative of the better types of informational service. Sample pages, to show material and style, are presented in the preceding pages (pp. 114 and 115).

Conclusion. The house organ is an effective means for maintaining contacts between headquarters and the teachers in a system too large to permit constant meetings between superintendent and field staff. Its purpose should be to stimulate, integrate, and to secure professional development. It may be edited by headquarters, but it is advisable to interest as many other individuals as possible in its production. It is also desirable to give full recognition to teacher production and activity as one of the

rewards of effort and initiative. The house organ may be financed completely by the board of education or partially through the sale of advertising space. Teachers should receive this publication without charge and at regular intervals in order that the house-organ habit may be developed.

SUGGESTED READINGS

House Organs of the Bulletin Type

Detroit Educational Bulletin.

Issued monthly by the Detroit Board of Education. First eight volumes edited by Arthur B. Moehlman.

Baltimore Bulletin of Education.

A monthly journal published under the authority of the Board of School Commissioners by the Bureau of Research. Edited by John L. Stenquist.

Newark School Bulletin.

Published monthly by the Board of Education. Edited by David B. Corson.

Highland Park Teachers' Bulletin.

Published by the Board of Education (Highland Park, Michigan). Edited by Charles Daly.

An interesting house organ of a small school system.

House Organs of the Newspaper Type

School Topics, Cleveland.

Issued weekly under the authority of the Board of Education. Edited by Clyde R. Miller.

The School Index, Cincinnati.

Issued weekly under the authority of the Board of Education. Edited by Harry L. Senger.

School Review, Denver.

Published weekly under the authority of the Department of Education. Edited by R. A. Puffer.

The School Bulletin, Portland.

Published under the authority of the Board of Education and edited by D. A. Grant.

DISCUSSION PROBLEMS

1. What is the purpose of the house organ?
2. When does the house organ become a necessity?
3. List the advantages and disadvantages of the newspaper type of house organ.
4. List the advantages and disadvantages of the bulletin type of house organ.
5. Discuss the different methods of editing house organs. Which do you prefer?
6. What is the strength and what is the weakness of the impersonal type of editing?
7. What are the advantages and disadvantages of the "give-everybody-credit" type of editing?
8. List the type of materials you would consider desirable for the house organ.
9. Evaluate the different methods of financing the house organ.
10. Prepare a sample copy of a house organ for your community. Prepare material, heads, etc., in typewritten form. Present a description of page size, type sizes, column width, etc., that you would use.
11. Discuss: "Why a teachers' bulletin? More waste of public moneys! The board should take a stand against such tactics. The public press will willingly give us all of the space we need for news. The bulletin is another senseless extravagance."
12. Discuss: "The teacher has no faith in any publication which is not handled directly and completely by the teacher organization. The superintendent merely uses the house organ as a personal publicity medium. The teacher pays no attention to it."

CHAPTER X

THE ANNUAL REPORT

Sooner or later the executive finds himself face to face with the problem of the annual report.[1] Required by law[2] and accepted by tradition, it is today the most extensively used agency in informational programs.

Purpose. The purpose of the early and present-day report is twofold. The annual statement is first of all for purposes of record, or archival. The reports of school systems probably furnish a more complete picture of development than do any of their other records. The second purpose is informational and appraisal. While the circulation has always been limited, distinct attempts have been made to place these reports in the hands of the other office holders and the more influential citizens of the community. Third, the annual report to the school district was to enable the people, through such information, to judge of the progress of the schools and thus be in a position to appraise their work intelligently.

Effect. The effect of this production has fallen decidedly short of its possibilities. Owing to the character of

[1]The term "annual report" as used in this chapter refers to the printed statement issued at yearly or longer intervals. Some writers consider the monthly house organ under the head of reports, but since the function of the house organ and the function of the annual report are quite opposite they are not classified in the same category.

[2]The use of the annual printed report as a means of reporting school activities and achievements to the public goes back to early New England days. Horace Mann established that "in 1839 not more than half a dozen were printed." In 1846 Massachusetts cities printed 71, according to Neale (p. 4). Hines and Jones (p 38) found that in 1922 "seventy-seven per cent of the county systems, and ninety-five per cent of the city systems use reports as publicity media." The reasons for this extensive use of the annual report are two: the requirements of law, and tradition. Unless these reasons are given due weight it is difficult to see why the use of the annual report for publicity purposes is so general. Its actual present value from this standpoint, even upon the basis of casual judgment, is extremely doubtful.

editorial skill, make-up, typography, size, lack of illustration, etc., the annual report is now one of the least read of public-school publications. Very few people, including even teachers, appear actually to read the annual reports of superintendents and school boards. At the present time their function seems to be largely archival in character.

Since the average report that comes before one shows little attempt to produce a really worth-while product, and displays little thought in either editing or writing, it may be concluded that the annual report is now of little value, not because it is without function, but rather because so little skill has been applied to its development. There is nothing inherently valueless about the instrument, but its use has been so indifferent as to bring it into disrepute.

Annual report worth while. Is the annual report a useless waste of time, energy, and money as a publicity medium? Is it an instrument of tradition, the usefulness of which has now disappeared, or does it have a real function?

Many schoolmen contend that the annual report as it now exists is useless and that the money spent upon it would bring greater results if applied to other types of publicity, particularly the monthly bulletin. In a second group the opinion is expressed that the annual report has a certain historical value based upon its traditional function, and that it should be preserved in modified form for archival purposes. Still another group feels that the annual report has a definite purpose but that tradition and natural neglect have hampered its development until at present the average annual report possesses little immediate value.

Function. The questions a superintendent must ask himself in this respect are: What should the annual

Kindergarten—Franklin School

Museum room. They have included an American Indian exhibit, an exhibit of fall flowers, birds, fruits, etc., and an exhibit on the history of writing and printing, among others.

ELEMENTARY EDUCATION

1. In pursuance of the policy adopted by the Board of 1920, the reorganization in elementary schools has gone forward and during the past year nine additional platoon schools have been organized bringing the total number up to 53 The schools included in this list are the Burton, Chandler, Clippert, Franklin, Guyton, Grayling, O. W. Holmes, Hosmer and Marcy

2. In addition to the 16, 18, 20 and 24 section types of schools previously in operation, a new program for a 12-section school was developed by the platoon department during the year This program is suitable for the first units of new buildings, such as the Hosmer and Guyton, and permits the introduction of a variety of special activities in such small structures pending the time when the buildings shall be completed. This 12-section organization can be carried on with twelve teachers if the grade range is small and with thirteen if the range is from Grades I-VI. This makes it fully as economical as the traditional organization and,

A right-hand page showing illustration and reading matter. Notice the human interest in the picture. The narrative is simply written, with short, meaty paragraphs. There is little description

Hall lockers

Hall lockers being used by the children

Two types of illustration. Notice how much more effective is the picture with children actually using the lockers

Ineffective illustration. Too much material presented to a page. Cuts are so small that all detail is lost. Violates the rule of not more than two cuts to a page

Ninth Grade

Ninth grade membership followed closely the trend of the preceding year except during the month of June. The peak load occurred in March.

Diagram 22—Ninth Grade Membership

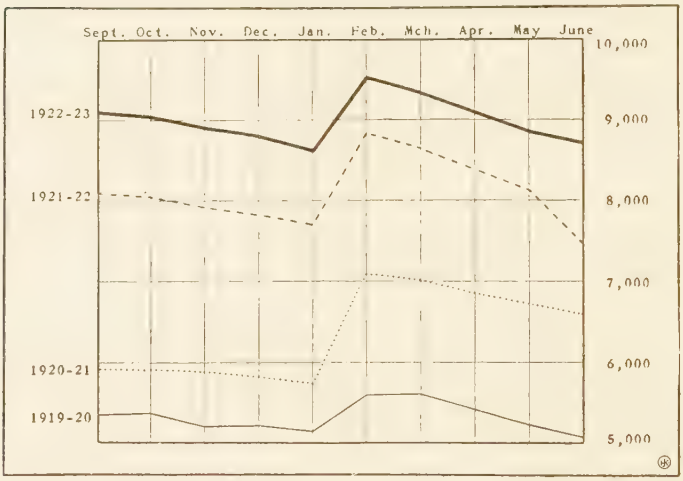


Table 32—Ninth Grade Membership

Month	Membership				Increase 1922-23 over 1921-22	
	1919-20	1920-21	1921-22	1922-23	No.	%
September	5,353	5,933	8,091	9,101	1,010	12.5
October	5,367	5,921	8,050	9,041	991	12.3
November	5,212	5,893	7,919	8,928	1,009	12.7
December	5,215	5,823	7,817	8,802	985	12.6
January	5,151	5,736	7,699	8,616	917	11.9
February	5,600	7,103	8,829	9,530	701	7.9
March	5,609	7,011	8,653	9,327	674	7.8
April	5,425	6,857	8,391	9,091	700	8.3
May	5,226	6,717	8,127	8,844	717	8.8
June	5,074	6,594	7,481	8,710	1,229	16.4
Av. Membership	5,357	6,333	8,173	9,013	840	10.3
Per Cent of Attend.	90.9	92.0	92.0	91.5	—0.5	—0.5

An effective and simple way of treating statistical matter

TEACHERS' SALARIES

The median salaries paid teachers in six cities are shown in diagram 6 and the percentile salaries in table 6.

Diagram 6—Median Salaries of Teachers

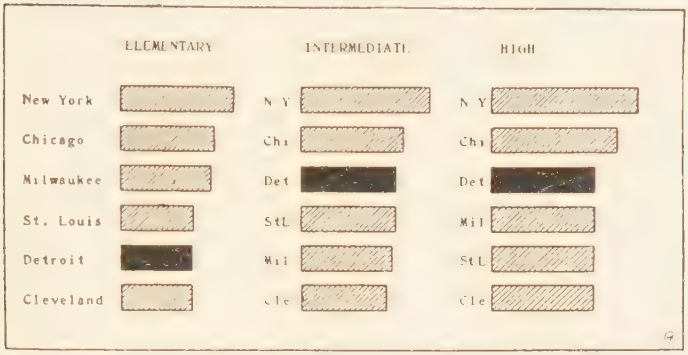


Table 6—Salaries of Teachers

City	25 Percentile	Median	75 Percentile
Elementary			
New York	2047	2854	2892
Chicago	1875	2375	2500
Milwaukee	1600	2300	2400
St. Louis	1587	1854	1945
DETROIT	1600	1800	2000
Cleveland	1610	1800	2090
Intermediate			
New York	2991	3264	3282
Chicago	2600	2600	2600
DETROIT	2100	2400	2600
St. Louis	2072	2400	2571
Milwaukee	1600	2300	2400
Cleveland	1755	2150	2405
High			
New York	3403	3711	3734
Chicago	2800	3200	3800
DETROIT	2300	2600	2600
Milwaukee	2100	2600	2700
St. Louis	2242	2595	2918
Cleveland	2250	2585	3110

Another way of illustrating comparative statistics simply

report be? Is my annual report worth while? Can it be made valuable?

In a complete public relations program the annual report has a definite, if limited, function. Its purpose is twofold. It should first of all present a complete annual survey of the school system, as briefly as possible. Since even a "high spot" report can hardly be presented in less than one hundred pages, it is at once apparent that the audience will be limited. School officials, professional men and women, ministers, and a select group of prominent citizens and business men will form the rather narrow circle of its readers. It will have a circulation varying from two thousand to five thousand, depending upon its character. A fair index of worth is the number of calls for such a report after a minimum circulation has been established.[1]

The second function is archival. While this has no immediate relation to a public relations program, a succession of well-written survey reports will furnish the future background for many excellent progress developments in more current and immediate publicity. Well-prepared reports of a survey nature furnish excellent current literature for embryo teachers and administrators in all phases of the instructional field, and furnish means of determining what is actually occurring in field practice which, in progressive centers, is generally in advance of textbook treatment.

From the standpoint of presenting a survey of current activities and for archival purposes the annual report is distinctly worth while and should occupy an important place in public relations. The question of its value

[1]Detroit and Cleveland have found it necessary to charge for outside copies of their new reports because of the large demand. The character of the report is responsible for such an unusual condition.

depends solely upon the material presented, the manner in which it is written, and the cleverness with which it is edited.

A modern report. A modern report fulfilling its first and immediate function, that of presenting a survey of current activity, must be simply written, well illustrated, printed upon paper of good quality, and be as brief as possible and yet comprehensive enough to tell the entire story of the year's activities. The general tendency appears to favor an impersonal report in which all departments and individuals contributing are merged into an impersonal and well-edited whole, representing the achievements of the school organization. There is a distinct trend toward simple English, with educational facts expressed in non-technical language; but many superintendents still persist in using a stilted professional style that has been aptly classified as "pedagese."

A number of reports still follow the old style of having the general school officers and executives present individual reports to the superintendent or to the school board in letter form, each written in the first person and signed by the writer.

Size and length. In general a six by nine inch size is preferred.[1] This gives a printed page of four and one-half by seven inches, which is easy to read and permits a generous margin. The paper should be of a good quality enameled stock in order to bring out the beauties of halftone engraving and to make etchings stand out prominently. The type sizes preferred are ten point on a

[1]The typical present-day school report is six by nine inches in size, bound in paper. In general the type size ranges from ten to twelve point, leaded. Illustrations are of the pictorial and graphic varieties, although many school boards do not yet make use of this means of making reading matter more interesting. Reports include statements from superintendent and other school departments, and the average report contains statistical tables but no graphs.

AGE GRADE DISTRIBUTION
1923-24

Age in years and months	1	2	3	4	5	6	7	8	Total
5.0-5.5	1								1
5.6-5.11	1								1
6.0-6.5	97								97
6.6-6.11	185	13							198
7.0-7.5	99	65	3						167
7.6-7.11	15	146	20						181
8.0-8.5	10	92	82	4					188
8.6-8.11	3	18	119	17					157
9.0-9.5		15	89	97	6				207
9.6-9.11	1	5	36	133	54				229
10.0-10.5	1	2	13	60	84	5	1		166
10.6-10.11		1	11	34	96	34	4		180
11.0-11.5	1		5	22	63	78	7		176
11.6-11.11			2	12	22	100	45	2	183
12.0-12.5			2	8	19	69	58	10	166
12.6-12.11			1	5	12	35	81	33	167
13.0-13.5	1			3	8	15	64	56	147
13.6-13.11					6	19	44	101	170
14.0-14.5		1			8	6	19	77	111
14.6-14.11				1		6	9	32	48
15.0-15.5						4	7	21	32
15.6-15.11					1		4	7	12
16.0-16.5								3	3
16.6-16.11								3	3
17.0-17.5						1			1
17.6-17.11									
Totals	415	358	383	396	379	372	343	345	2991

Here is shown statistical matter too complicated for the average reader
This could be simply presented and graphically illustrated

excellent bands have been organized and trained, one for the boys and one for the girls. These have made fine progress and have been the source of fine satsifaction to those who participated in that work. With the fine beginning and the wealth of material already partly trained they promise much more progress and satisfaction to the many who will be in them and to the school as a whole.

All public programs put on by the school were well attended and well appreciated. All received good financial support. These included the Senior Class play, the Junior Class play, the Christmas and Easter Cantatas, the Operetta and Band concerts, the Comedy Concert, the "Glorious Girl" and the many athletic games and contests.

In the matter of winning games and contests it was an exceptional year. The major football team lost only two of its games and by small scores. The major basketball team won the N. I. H. S. C. title, the district tournament, the sectional tournament, and the State tournament. The minor team tied for title in the Conference, losing its first game only. The track team won both the Kane County and Conference meets as well as its one dual meet by decisive scores. Both the Boys' Glee Club and the Girls' Glee Club won first places in the Kane County contests in these events. In the Kane County extemporaneous speaking contest we won second place, and in the declamation contest our representatives placed first and second. In the Kane County contest in shorthand and typewriting we won first place as we had done the three preceding years. In the conference contest in Shorthand and typewriting we won the title for the third time in succession. The Conference literary contest was also won by Elgin. In the annual music contests of the I. S. N. U. Ray Price won third place in the vocal solo and Betty Hawthorne third place in the violin solo. In the contests of the Ill. State Association of Music Teachers Eloise Ellis won first place in the vocal solo contest. It has been particularly gratifying that these successes have been distributed over the whole field of interschool activities.

One factor in our better success in athletics was more help in coaching the teams. With one man coaching all our teams and supervising the play of the boys and having charge of physical education besides, with no help except that of the supervisor of that work in the elementary schools, it was impossible to have it all done well. With Mr. Vogel as head coach in basketball and Mr. Piper in track

A poor page of print. The reading matter is too solid and the type too small to make reading easy. There are too many subjects to a paragraph

Part I—Growth of the Public Schools

THE question often raised by teachers and laymen alike is to what extent the educational institutions meet the community need for such service. It may be partially answered by a consideration of the relation of the public and non-public school membership to the school census, which theoretically sets the problem. The census includes all age groups from 5 to 20 years, while the legal need for educational service includes only age groups from 7 to 16 inclusive. The problem must therefore be narrowed to a consideration of this latter group.

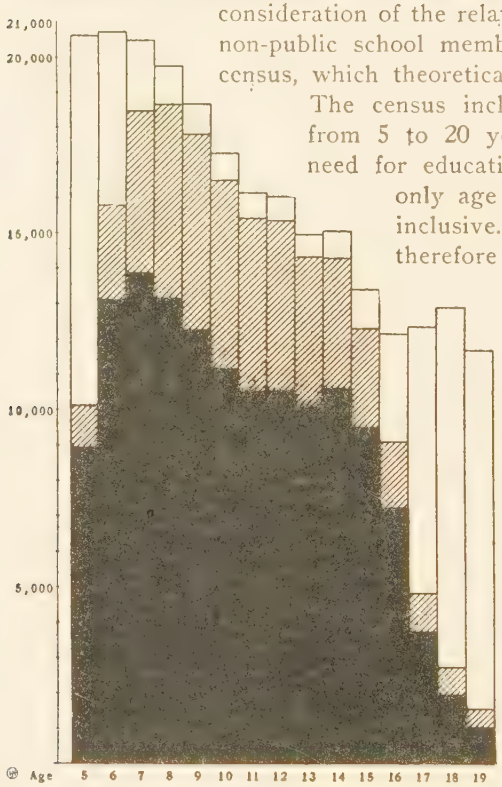


Diagram 1—Distribution of Age-Groups

(Black—in Public Schools; Shaded—in Non-Public Schools, and White—Not in School).

In the diagram at the left is shown the total number of children by age groups, according to the 1922 Detroit school census. The black portion gives the number of each group in the public schools; the shaded area represents children in non-public schools, and the unshaded portion those not in school.

An effective opening page of an informational report that discusses statistics in an interesting way

twelve-point base or twelve point on a fourteen-point base, which give clear and easily legible type.

The length will vary with the size of the school system. In general an annual report should vary from twenty pages in a small center to one hundred pages in a large city. Some cities print reports of six hundred pages or more that could easily be condensed into one hundred and fifty pages with obvious improvement in reading qualities and with no loss of facts. The difference is largely unnecessary rhetorical flourish and language of a flowery, academic type. It is hard at first to express ideas clearly and completely in a minimum number of words, but constant practice, and particularly newspaper experience, will gradually make such practice easy.

Content. The content of such reports will be governed by the activities reported.[1] An arrangement found to be good as a result of much practice and experience is to divide the report into sections upon the basis of subfunction. This would result in a report in seven parts as follows: Part I: General Survey and Summary; Part II: A Statement of Educational Policy; Part III: Progress in Administration and Organization; Part IV: Instruction; Part V: Finance; Part VI: The School Plant; Part VII: Child Accounting and Statistics.

The general survey and summary, appearing as an introduction, will give to the casual reader all the general information necessary. This is essentially good organization because the average reader will stop at the end of fifteen or twenty papers. The succeeding sections, reporting each major sub-activity in greater detail, will furnish sufficient detail for those interested in the various

[1] A mythical "average" city report has been worked out by Hines and Jones (*Public School Publicity*, pp. 46–47) from a study of one hundred city reports in which fifteen comparative points are presented.

Kindergarten

Hamtramck schools have six well equipped kindergarten departments, one in each elementary school. Two well trained teachers have charge of each department.

These kindergartens offer an unusual opportunity for the parents to help their children.

It is very necessary that all children go to kindergarten before starting the first grade.

We know that the kindergarten helps them after they finish. Because, those that take the kindergarten training do **better** and **faster** work in the first grade.

If you have children that are five by next September send them to kindergarten when school begins in the fall.

You want your children to get along well in school. We want to do all we can for them. Our best way is to have them take kindergarten before starting the grade work.

Good material not displayed to best advantage. The illustrations are on the left instead of right folio. There are no running heads or page numbers. The type is too small, giving the mechanical make-up a poor appearance

CITY PUBLIC SCHOOLS
LINCOLN, NEBR

What Is Being Done to Adapt the School Program to the Needs of the Pupils

Report No. 4 of the
SUPERINTENDENT OF SCHOOLS
April, 1925

A new type of annual report issued in sections quarterly. Each contains from 15 to 38 pages, well illustrated, simply written, and apparently printed for general circulation

phases. Specialists in any field may then seek even further information from detailed survey or special publication or even from manuscript study of any subject in which they are particularly interested.

Illustration. In general, important activities should be illustrated, and a good ratio between reading matter and illustration is three to one. A very readable and attractive report will devote at least twenty five per cent of the space to halftones and zinc etchings. Most of these illustrations should be placed on right hand or odd numbered pages so that a casual turning of the page will show pictorial activity and so stimulate the average reader to more careful consideration of the reading matter.

Statistics. Statistics must be employed as a matter of record, but such data should be carefully compiled and only the essential admitted. Even the most careful treatment of statistics makes them difficult of comprehension to the average individual, and it is a good rule to illustrate graphically all of the important data present. In present-day reports statistical material appears to be thrown in because it has become traditional to use it, and table after table of meaningless data is presented in a fashion that is almost as interesting as a railroad timetable.

Time of publication. The annual report, to serve properly as a survey of current conditions, should be printed soon after the close of the school year. Many of these reports are published from six to ten months after the events they chronicle have occurred, when the greater part of their reading interest has been lost.

There is no reason why careful organization will not permit the issuing of the annual report as early as July 25, or one month after the close of the school year. To

do so requires that certain sections be set up and printed before the end of the school year and that all reports, except possibly finance, be ready for publication just prior to the close of school. Early publication is one of the real secrets of success in the annual report.

Summary. The annual report is valuable from the standpoint of current survey and for archival purposes, and should have a place in a public informational program. As a background and record for successive comparisons in respect to progress it is invaluable. Its present apparent lack of value is due more to neglect than to lack of function. The successful annual report must be simply written, brief, well edited, and should be reasonably well illustrated. Early publication is essential to its success.

SUGGESTED READINGS

Public School Publicity, by H. C. Hines and R. G. Jones. The Macmillan Company, New York, 1923. Chapter IV.
A comparative study of present-day reports.

School Reports in American Cities, by M. G. Neale. Missouri Book Company, 1921.
Displays historical aspects of the report and presents interesting analyses in respect to use and material.

Annual Reports of the Superintendent. Detroit public schools, 1919–20, 1920–21, 1922–23, and 1923–24.
Good examples of the modern report.

School Statistics and Publicity, by Carter Alexander. Silver, Burdett & Company, New York, 1919.
Suggests methods of presenting school statistics successfully.

Cleveland Survey Report, by W. W. Theisen. Published by Board of Education, Cleveland, Ohio, 1921.
A good example of the modern report.

Oakland (California) School Report for 1917–18. Published by the Board of Education, Oakland.

Annual Reports of the School Committee, by Frank E. Spaulding Newton, Massachusetts, 1910 and 1911.

DISCUSSION PROBLEMS

1. Why is the annual report the most extensively used agency in public relations?
2. Why does the annual report no longer suffice to meet the needs of public relations?
3. What is the present-day function of the annual report?
4. Why is this valuable instrument rather ineffective today?
5. Discuss the desired contents of a good annual report.
6. What are the desirable mechanical standards for the annual report?
7. Read a school report of 1860 (Boston, Chicago, or Detroit) and contrast it with a present-day report of the same city in respect to size, type, organization, material, readability.
8. Why is time of publication a vital factor in the success or failure of the annual report?
9. Draw up a time schedule, showing how you would publish your annual report within thirty days after the close of school.
10. What is the value of illustration in the annual report?

CHAPTER XI

THE SCHOOL PAPER

One of the greatest developments of the past five years has been in the field of the school paper. It is difficult to find any school system, however small, that does not now support some type of publication.

Place in public relations program. The superintendent may quickly ask: What is the place of the school paper in a public relations program? In respect to the amount of material in a single issue it is quite restricted, but in respect to continuous and constant publicity the school paper offers one of the most excellent possibilities.

The best means of approach to the next generation is through the child, and his own activities present the most effective way of accomplishing this. The easiest avenue of approach to the adult is also through the child, and for this purpose the school paper is unexcelled. From a financial standpoint exceptional opportunities are offered through a minimum direct expenditure of public moneys.

The superintendent and his staff may determine the general type of information to be disseminated, and the director of informational service be charged with its preparation. The material may be sent to the principal and automatically placed in the paper. A far more effective method, however, is to have the editors of the school papers visit in groups the head of the public relations department or the various members of his staff, learn at first hand the different activities to be stressed, and then prepare the facts in terms of their own audience.

A much more constructive result will be possible if this method is employed.

The material that may be fitting for the school papers would be finance in its simplest form, building and

It Has Been a Great Year for Good Old Mount Clemens High

EXAMS COMING SOON

THE MIRROR

EXAMS COMING SOON

Vol. 4, No. 32 MOUNT CLEMENS, MICHIGAN, JUNE 5, 1926 Issued Weekly: Tax 10 Cents

SCHOOL CROWNED IN GLORY

KENDRICK BREAKS STATE RECORD

Star Half-Miler Brings Home More Glory for School; Races in Chicago Tomorrow

Last Saturday Mt Clemens was again given honor when Milton Kendrick our crack half miler raced to victory at M S C In doing so Milt established a new state record for the distance, and also defeated the man from Detroit who had beat him the week previous

Milt Coach Olsen and George Piggie, an alumnus of that school and an ardent supporter of the school drove over in Mr Piggie's car Friday afternoon arriving there about 6 o'clock

Saturday morning, the game

(Continued on Page)

MIRROR HONORS

The years of 1924 and 1925 were the best years for the Mirror since its establishment several years ago in every phase of the paper game, typographical and editorially Furthermore the Mirror has secured quite an enviable reputation throughout the state and country

Several remarkable issues were put out during the year that were feats of Journalism comparable to big time circles The first scoop was the extra issued November 14, which was placed on sale at the field in 90 seconds after the game ended Another remarkable edition was that containing Pres. Coolidge's inauguration address Although this edition was not issued so soon yet it was a surprising scoop One issue that was scattered through the country and attracted very much attention everywhere, was that one containing the MacMillan interview by "Bill and Louie" Letters from all over the country came to the Mirror staff complimenting it on its initiative and ability

Viola Sebald and William Davis have capably handled the editors' tasks Bernice McHale has

(Continued on Page 6.)

STUDENTS HEAR POPULAR EDDIE MC GRATH SING

"EDDIE" McGRATH

Eddie" McGrath, the jolly tenor, sang his way to favor among the students on Tuesday morning, through the kindness of the Detroit Creamery Company

In speaking of the Detroit Creamery he announced that their slogan was "You can't beat our milk, but you can whip our cream"

His group of songs included Home Follow the Swallow and A Smile Will Go a Long Long Way

MISS NOTLEY A BRIDE

Miss June Notley rushed into Mrs Wright's room and then there ensued a giggling whispered conversation between the two young ladies The expectant class, expectant because Miss Notley was blushing furiously and her eyes were shining caught a few words here and there like, "the other day"—"Barton"—"so thrilled"—

Ah but you guessed Miss June Notley forswore the blessings of single blessedness and became entangled in the nets of matrimony

'EMSEE' MAKES TRIUMPHFUL BOW

Students Swamp Office for Glimpse of Delightful Year Book; Many New Features Revealed

This year's Emsee is the most complete and best organized year book that has ever been issued.

The staff's united effort has produced this book, compiled of all the interesting events of this school year

Leona Gutschow the editor has the chief executive and supervisor of the work Randolph Harwood and Lawrence Raupp have conducted the business with the help of Arnold Lungerhausen

Emory Nannniley has recorded Forensics and Alumni

Neva was in charge of Music and her accounts are most interesting

Carolyn Kelly will give you intimate glimpses of our class-mates in the form of snap-shots

Harriette Remer will make you remember all the important dates of it November 14 and December 5 and 6.

Jack Kurstelner has ably taken care of the athletics department.

Elmer Schutt, Helen Sherbeck, and Helen Mummery were the artist's for our annual

Evelyn Elliot is Dramatic Editor and her work has been well done

Eleanor Hall, day-by-day kept her calendar and we're sure you'll like it—it's just like a diary

CLASS MEMORIALS HERE

All the statuary and pictures of the old building were transferred to the new high school to be set up in conspicuous places to adorn the halls, stairs, and rooms

Hebe and Faso will be situated in the auditorium Lincoln is on the landing of the west stairway and the Discus Thrower on the east landing The pictures of the Holy Grail will be distributed throughout the library All other class memorials will be hung up in the halls and public rooms

FIRST YEAR FLOODED WITH HIGH HONORS, CUPS, MEDALS, ETC.

SUMMARY GIVEN IN THIS ISSUE

The years of 1924 and 1925 will go down into history as one of the best years we have ever known in record of achievements, scholastic and athletic The Mt Clemens High School has swept the fields of endeavor like a huge tidal wave in football, basketball, typing contests, oratorical contests, in fact everything the school entered it carried off high honors

Dear readers, throughout this issue you will find summarized the many things Mt Clemens High has distinguished herself in Please read them and you will appreciate the endeavors M C has put forth

MUSIC HONORS

One of the greatest musical feats of this school year was our opera "Miss Cherry Blossom" We all know what a great success it was and how we ran it for two nights and had a house full both nights It was proclaimed by all a great success. "Miss Cherry Blossom" will be remembered by all as one of our best productions It was through the unceasing efforts of Mr Luscombe in conjunction with his whole musical department that made "Miss Cherry Blossom" the success that it turned out to be We all know how hard they worked and how untiring were their efforts to bring fame to our school

Musical Contests

Another of our laurels in music was gained by the contests at Ypsilanti and Mt Pleasant. Here again a great amount of hard work was involved as is always involved in successful undertakings In the Ypsi contest as we all know we took first place with our stringed instruments, second with our Girls' Glee Club and second with our orchestra which we all admit certainly is a very fine organization containing much talent At the state contest at Mt Pleasant, the string trio captured second place in the class B" competition

Example of weekly paper in medium-sized city

grounds, costs of failure, the janitor, the purpose of education, the work of the schools, cost of absences, closer relation between parent and school, and kindred subjects. Almost every topic for adult discussion lends itself, on a different level of production, to the school paper.

A discussion of school problems by the children may result in a more active interest on the part of parents. An intelligent but simple knowledge of the schools and their activities will make of the children more effective exponents and will train the oncoming generation to follow and understand the needs of the next generation.

In the absence of school papers such information can be developed through the social-science work.

The purpose in making use of the school papers as a link in the public relations chain is twofold. Immediately, the purpose is to interest and stimulate the parent, but the major effort, because of the medium, must be directed to developing in the children themselves a point of view and an interest that will help make the problem of public relations easier for those who come after them.

Classification. School papers may be classified as those publications which are issued by the individual school by the children under faculty direction and advice. They include three types,—the weekly, the monthly, and the annual. The weekly paper follows current journalistic style closely as to size, type, headings, and make-up. It ranges from four to sixteen pages in size. The monthly generally resembles a magazine rather than a newspaper. The monthly publications are smaller in size, generally six and one-half by nine and three-fourths inches, have a greater number of pages, and the material has little current news flavor. The annual or semiannual is still more stereotyped in form, and is devoted largely

THE UNION NEWS

Vol. 2. ST. JOHNS, MICHIGAN, TUESDAY, MARCH 10, 1925 NO. 7

LOWELL OUTPLAYS HOME QUINTET

YPSI GYMNASTS FURNISH INTERESTING EXHIBITION TO LARGE CROWD

Thursday, February 19, we met the Lowell aggregation on our home floor. There was a spirited preliminary game between the "Rinkey-dinks" and the Seconds which ended 8 to 7 in favor of the latter. A special attraction of the evening was the Ypsi gym team. It consisted of five men and one clown. They exhibited some high class tumbling on the mats and the parallel bars. We only hope that the gym classes of the high school don't try imitating them too seriously. We are of the opinion that a hay stack would be a more appropriate place than the gym floor. It would be a shame to have some enterprising freshman stick his head through our splendid gym floor.

The main bout of the evening proved rather disastrous for the red and black, ending with a score of 32 to 9 in their disfavor. They played a mighty good game though. Lowell started the ball rolling by giving us two points on fouls, one on Dick and the other on Stead. Lowell got one point on a foul, then a basket and called for time. Thus ended the quarter. In the second quarter Lowell pulled off four more points the first thing. Then Brown made one point on a foul which was followed by two points on fouls for Lowell. Dick added one more point to our score on a foul. Half.

In the third quarter Lowell started with a point on a foul and a basket. The opposing team then pulled seven fouls just as

(Continued on Page Four)

Lincoln Assembly

On February 12, an assembly was held to commemorate Lincoln's birthday. Each year the Springfield Watch company offers a medal to the senior who writes the best essay on Lincoln. Of the contestants, the four highest were Lester Bond, Howard Carroll, Merrill Pearl and Robert Scott, who read their essays. Robert Scott was awarded the first place by the judges. Besides the four essay writers, the debaters and the basketball teams were seated on the stage. Joe Smith and Robert Hunt led the school in a few yells for the teams.

CALENDAR

March 9-13

Monday—Junior vs Sophomore Girls.

Tuesday—Grand Ledge basketball, there.

Wednesday—Senior vs Junior Girls.

Thursday—Basketball tournament, Ypsilanti.

Friday — "The Thirteenth Chair"—H. S. Auditorium.

March 16-20

Monday—Sophomore vs Freshman, Girls.

Friday—"The Bells of Beaujolais"—H. S. Auditorium.

Notice: all organizations having announcements to put in calendar, report to News Editor.

GRAND LEDGE LOSES TO ST. JOHNS 27-17

Home Team Defeats Grand Ledge Aggregation In Spirited Game

On Friday, February 27, the red and black quintette met the Grand Ledge team on our own floor and proceeded to wallop them 27 to 17. It was a fine game. Our men have improved wonderfully in speed and team work. It was by no chance of fate that we gained the victory.

Brown, our valiant captain, started the ball rolling by scoring two points on fouls the first thing. Perhaps he didn't make much of a speech in assembly, but he sure made up for it at night. During the game he shot four baskets and shot them dead too. In addition, he made five points on fouls. Dick Swagger shot two baskets and made two points on fouls. Stead shot one basket and five

(Continued on Page 4)

Junior Play Success

The Junior class "came through" with "Stop Thief," an uproariously funny comedy on February 20 and 21. That their offering was well appreciated is attested by the fact that they cleared over three hundred dollars. Now we Seniors know what that means. The J-Hop will jump joyfully sometime in the future.

Miss Whitehouse coached the play and as usual succeeded in turning out a very good production. The cast displayed fine tal-

(Continued on page three)

S. J. H. S. DEFEATED IN IONIA GAMES

ST. JOHNS BASKETBALL TEAM IMPROVES STEADILY

Friday, February 6, the basket ball team went to Ionia for the second game on the schedule. The results were rather disastrous for us. At all events, they didn't skunk us although they didn't come far from it. The score was 34 to 2, their favor. This is only our second game, however, and there is plenty of time to make up for it. It is our team whether they win or lose, and we are back of them.

On Friday the thirteenth of February the Ionia five came here for a return game. Considering that it was Friday and the thirteenth we had hopes of fixing Ionia's luck up in good shape. However just before the game a coal black cat was seen wandering around in the halls and of course, the whole thing was hashed. Whoever let that cat in ought to be hanged. We can fancy Ionia's surprise though, when, instead of a 34 to 2 victory they had to do some tall hustling to get off with 22 to their credit against the red and black 13. We are ready to tell the world that we have a real basket ball team when they can improve that much in one week. If we had had the experience of our opposing teams the scores would have been different.

During the game Capt Brown made two baskets, Williams made two and Dick Swagger made a

(Continued on Page 4)

Assembly

On February 6, Mr Corbus called an assembly for the purpose of warning the students about rules and regulations for the second semester. He said that the cafeteria would be running soon so that those who carry their lunches may obtain them at school. Robert Hunt gave an oration on the subject of the League of Nations for his semester test in public speaking. Each member of the class has written an oration which will serve for his or her semester test.

WHITTIER JUNIOR HIGH
NEWS

Published twice a quarter during the school year by pupils of the Whittier Junior High School, 22nd and Vine streets, Lincoln, Nebraska.

Printed by pupils of classes in Printing I, II and III

FACULTY COMMITTEE

Miss Dorothy Green — Miss Anna Osthoff
J. M. Baker — C. L. Culler

THE STAFF

Emily Shedd *Editor-in-Chief.* Don Carr *Associate Editor*

DEPARTMENTS

School News

Theodore Kiesselbach, Clarence Willis, Joe DiNatale, Lloyd Hendricks, Ardell Deardoff, Marie Broad

Humor

Tolbert Steen, Henry Haack

Organizations

Mignonette Folden, Raphael Pass, Grace Pechous, Virginia Binger

Sports and Circulation

Russell Trott

May 1925, Price 10 Cents a Copy

SCHOOL

Studies! Studies! Studies!
It's all that I can see.
It keeps me just as busy
As a busy little bee.

Books! Books! Books!
English and Latin II
That's enough for me,
And plenty left for you.

Work! Work! Work!
With Civics and Geometry I
I never will be through,
Nor even get half done.

Vacation! Vacation! Vacation!
No studies, work, nor books.
Nothing left to do,
But fish in little brooks.

—Howard Colton.

PRISCILLA ALDEN CLUB

Election of officers took place at our first meeting and the following girls were elected:

President ..... Marie Cooke
Vice-President ..... Helen Lapp
Secretary and Treas. Eloise Bradford

The Betsy Ross and Priscilla Alden Clubs met together, and alternated programs. Reports were given on home life in colonial days, child life in colonial days, women of colonial days, etc. Two dramatizations were given by the Priscilla Alden Club, the first being, "Colonial School Days", and the second, "The Experiences of Mrs. Rip Van Winkle." A costume party came as the climax of the semester's work.

Perils of a Rainy Day

At noon one day after an extraordinarily hard rain, I started to cross from one side of the front steps of Whittier to the other side on the "board walk." I had no more than started when I saw some boys come racing down the steps toward me. Jumping back, I allowed them to go on and vaguely wondered where I would have been if I hadn't seen them coming.

Starting again, I was alternately pulled and pushed by others until I found myself in the middle of the walk and suddenly isolated.

Looking toward the steps I saw the cause of the clear space.

A fight was on!

First a cap whizzed over my head and landed in a mud puddle below. There was a wild rush for the cap, and before I could step back I felt myself swept off my feet and carried downwards. In a few moments boys and caps disappeared, and I found myself seated in the middle of a great puddle with my hat on one ear and everyone above laughing at me. At least I had become the center of interest for the moment.

SHORTRIDGE DAILY ECHO

VOL. XXVII. NO. 158. SHORTRIDGE HIGH SCHOOL, INDIANAPOLIS, FRIDAY, MAY 1, 1925. TWO CENTS.

COMMITTEES CHOSEN TO PLAN CLASS DAY

More Members to be Added—Class Day Officers Will Be Elected May 7.

The Original Class Day committees have been announced by the senior president, Guernsey Van Riper. Boys' committee, Eugene Leedy, chairman; Robert Arnold, John Dunne, Richard Elrod, Richard McDowell, Kenneth Martin, Alfred Raitano, William Shepler, Obie Smith, Frank Hodges. Girls' committee, Elsie Hancock, chairman; Jane Alborn, Louise Dauner, Mary Fulton, Jane Messick, Martha Miller, Mary Louise Pierve, Marie Wagnon. Messrs. Watson and Palmer, and Miss Shields and Miss Thomas are in charge of the boys' and girls' committees, respectively.

These committees will decide on the Class Day stunts. As soon as definite plans are formed the committees will be greatly enlarged. Members of the original committee should watch the Echo for announcements of meetings.

Class Day is the last and biggest affair of the senior class. Active interest and cooperation on the part of all seniors will make this Class Day the greatest in the history of Shortridge. Officers will be elected on May 7. All seniors out to elect representative and good officers.

DRAMA LEAGUE ENJOYS EXCELLENT PROGRAM

Readings of Little Emily Mae Johnson Delight Hearers—Other Interesting Features.

A delightful program was presented before the Junior Drama League yesterday. After the business was disposed of, a very pleasing program was offered. Addie Axline, accompanied by Mae Deal, gave a flute solo. The two readings by little Emily Mae Johnson were very much enjoyed. Dorothy Mae Lawrence then presented a humorous reading. The last number on the program was a piano solo by Alvin Scherf.

Monday, at 3:10, in Room 31, there will be a meeting of the junior class. All juniors desiring to learn about the junior jubilee must be present. This is exclusively a junior affair. All juniors out.

Ronald Green, Pres.

NOTICE.

There are approximately forty seniors that have not had their pictures taken as yet and about twenty have not returned their proofs. Monday is absolutely the last day to have senior pictures taken. If pictures are not taken by then, or proofs returned by Tuesday, they will not get in the Annual. If possible, have your pictures taken today or Saturday.

DE PAUW "FROLIC" TO BE PRESENTED MONDAY

High School Representatives From All Over State Are Invited to Attend

Undergraduates from De Pauw will present a "Frolic," Monday, May 4, at 7:30 o'clock, at the Indianapolis Athletic Club.

There will be a diversified program including swimming, diving lifesaving exhibitions, quartet, wrestling, tumbling boxers from Miami University Oxford Ohio. Music will be provided by "Old Gold Collegians," a campus orchestra of unusual merit.

The program will be broadcasted by radio station WFBM Indianapolis.

Representative seniors from all over Indiana are being invited to attend because of limited capacity invitations to the Indianapolis high schools are necessarily restricted. The "Frolic" is being sponsored by a group of De Pauw University alumni and will be the first of its kind attempted in Indianapolis.

TWO AUDITORIUMS TO BE HELD NEXT WEEK

Congressman Davy Will Speak on "Forest Preservation"—Musical Program Also.

Auditorium exercises have been arranged for next Wednesday. The program will include a talk by Congressman Davy on "Forest Preservation." Mr. Davy is one of the prominent tree surgeons of the city.

There will also be a musical program on next Friday, given by the Girls' Glee Club and the orchestra.

A recent guest of Miss Sullivan was Miss Rella Shutterly, a former Shortridger and a graduate of the Curry School of Expression of Boston. Miss Shutterly is leaving shortly to enter Carnegie Tech of Pittsburg, Pennsylvania.

Mr. Moore of the Cass High School of Detroit, visited Shortridge yesterday.

FORMER EDITOR ELECTED TO PHI BETA KAPPA

Alex Cavins is One of Sixteen to Win Honor at John Hopkins University.

Alexander W. Cavins, '17, has been elected to membership in Phi Beta Kappa at John Hopkins University. He was one of three medical students of the university to attain the honor. From all departments of the school only seventeen won the coveted honor. Excellence in scholastic attainment was the basis for election.

While at Shortridge, Mr Cavins was a member of the Friday Echo staff, serving as leading editor during his senior year. He was also Annual editor for the 1917 year book and was on the class honor roll. Following graduation from Butler College he began a medical course at John Hopkins University, from which institution he will be graduated in June. His internship will be taken at a hospital in Hartford, Connecticut.

SHORTRIDGE GIRL WINS BIG MAY DAY HONOR

Hazel Henson Establishes Best Record in the Nutrition Class.

May Day honors of an unusual kind were announced yesterday for Hazel Henson, a first semester senior at Shortridge. She has made the best record in the high school nutrition class, the only class of its kind in the city and it is believed in the state.

From 104½ to 119 pounds in four weeks is the remarkable gain reported for this student by Dr. James H. Stygall, director of nutrition classes for public schools.

Fully 105 pounds is the net gain of the twenty boys and girls in this class since it was opened eight weeks ago by Miss Gaskill.

May Day has been designated as national child health day and progress in the promotion of child health is being called to public attention by physicians, nurses, teachers, and workers.

All members of Tuesday's Echo staff except those who have handed in their second and third page copy must meet in Room 24 at conference today.

M. Pratt, Con.

CERTIFIED CANDIDATES FOR CLASS DAY OFFICERS.

Historian: Bess Tucker, Elizabeth McMahon.

Prophets: Harriet Eberhardt, Louise Jaeger, Frances Kelly, Reva Rudy.

Will Maker: Terie Jacobs.

Gifforian: Walter Geisler, Maurice Hale, Alvin Scherf, Abe Thatcher.

HEAVY PROGRAM FOR LOCAL ATHLETES TODAY

City Baseball Series With Manual to Start at Riverside Park.

The initial scrap of the annual city series of baseball games will occupy the local nine this afternoon when Shortridge and Manual clash on the Riverside diamond. The dope is slightly in favor of the South Siders, but the Julius outfit is out for revenge for last season's defeat at the hands of the Red aggregation. Coach Julius will probably start McConnell on the mound with Skinner behind the bat. Higgs is the likely hurler for the opposition. Higgs is largely responsible for the fine record of the Manualites. His slants are usually hard to solve. However, plenty of practice, including a decisive victory over the Prep School nine, has put the Blue and White on edge. The hitting ability of the team has improved but a smoother fielding combination is needed. Miscues in the field have proved costly this season. Skinner, a sophomore catcher, has developed into a dependable hitter and a fair receiver. Sayce should cause the Red and White some trouble if he can connect with the sphere in his usual manner.

The track team will meet Connersville and Greenfield in a triangular affair at Willard Park this afternoon. The Blue thinlies will have to travel some to nose out both opponents. The Spartans gave Shortridge a run for first honors last year at Connersville and their performances so far indicate a dangerous outfit. Not so much is known of the strength of the Greenfield squad.

Miss Margaret Bruner and her home economics class of Butler, visited the Shortridge nutrition class Thursday. This class consists of students who intend to teach nutrition work.

to furnishing a picture of school activities during a given period.

Extent. Until a few years ago school papers were published only in high schools. Today, in many systems, elementary and junior high schools have their individual publications. This is generally true of the larger school systems. Elementary publications are commonly of the monthly type, but differ from secondary-school monthlies in that they are more "newsy" in character.

Purpose. The purpose of weekly and monthly school papers is to chronicle the happenings in any building, and through this means to knit the student body more closely together. It has also an educational value in its relation to work in English classes. The semiannual or annual may be considered chiefly from the standpoint of a record of school activities and as a memory book for individual students.

Financing. The general plan of financing the school publication is to make the receipts equal the expenditures. No profit is expected. Sufficient advertising is sold so that the publication may be placed in the hands of the student at a minimum cost.[1] In certain schools well equipped with printing departments it is the practice to use the school paper as a distinct project. Some of the children write the stories; others set them up in the print shop; others prepare art work, either as wood or linoleum blocks (zincs and halftones are commercial productions). Another group makes up the paper. In this case the only cost is for paper, and the publication can be produced very cheaply and without the sale of space for additional income.

[1]Weeklies average 5 cents; monthlies 10 to 25 cents, and annuals, 50 cents to $1.00.

While both methods of financing are extensively used, the preference should be for a paper completely the product of the children, produced as cheaply as possible. From a commercial standpoint, advertising space in these publications is not considered profitable for the advertiser.[1] If this view is correct, then the sale of advertising merely throws an additional cost upon the community. In the case of a large city with several hundred such publications, the weekly or monthly payments by the community amount to a considerable sum. On the other hand it is advisable to keep the selling cost as low as possible in order to include the greatest number of children. The present-day expense of sending children to school is heavy for the man of average income, and constant demands for funds for different school activities may result in a negative attitude upon the part of parents. All of these factors must be carefully considered from the standpoint of public relations. The aim in financing should be to produce a cheap publication for the sake of the parents and in order not to throw another burden upon the immediate community in the form of exactions for advertising.

Exception to the statement that school-paper advertising has no real value must be made in the case of the smaller community. Here the publicity mediums are few and the merchants find school papers an effective means of presenting their products to the parents through the children. In such instances the sale of advertising space would be justified upon the grounds of economic productivity.

Circulation. The circulation of school papers is limited almost entirely to the particular school for which it is

[1]Cleveland is now attempting to answer this question upon a scientific basis under the direction of Clyde R. Miller.

THE FOCH COURIER

Vol. I—No. 4 December 17, 1925 Price 3 Cents

PROGRAM
for the Formal Opening of
FOCH INTERMEDIATE SCHOOL
9:30 A. M., Friday, Dec. 18
Chairman:
Superintendent Frank Cody

Orchestra—Directed by Miss Erdeen Wood.
1. "The Ambassador".. ..Zamecnik
2. "The Desert Caravan...Zamecnik
"The Marseillaise"—Chorus.
Directed by Miss Caroline Wilcox.
Presentation of French Flag—Representative, French Societies of Detroit.
Acceptance of Flag—Emma Mann, 8B1.
Presentation of Bust of Marshal Foch, General Dumont, Military Attache, Washington.
Acceptance for Board of Education—Col Angus McLean, Member of Board of Education.
Acceptance for the School—Gideon DuRocher, 8A-5.
"Star-Spangled Banner"—Chorus.

EVEN THE GREAT SERVE

Marshal Foch is a simple and unaffected man One incident that portrays his wonderful character took place when he was in Indiana. A woman thrust her way to the Marshall's special car The train paused less than a minute, as it was at just a small station. However, the woman found time to exclaim that her son had died near Soissons and she wished the Marshal to plant a geranium, which she had brought, on his grave.

The next morning it was not among his baggage and upon inquiring, Foch found that it was in another car. He ordered it back immediately and kept it with him on his entire tour.

That is Foch—frank, serene, alert and kind

Gail Foster, 9B1

Marshal Ferdinand Foch

DEDICATION

We, the pupils of Marshal Foch School, respectfully and loyally dedicate this issue of the Foch Courier to Marshal Ferdinand Foch. We sincerely hope the noble character of this great leader will be an inspiring influence over the young Americans of our school

Elizabeth Mittelstaedt, 9B1

MARSHAL FOCH

Ferdinand Foch was born Oct. 2, 1851, in the town of Farbes, in the foothills of the Pyrenees As a youth he was distinguished for his proficiency in geometry and logic. He became an instructor at France's famous war college, Ecole de Guerre. Here his enthusiastic work and inspiring influence brought him the title of "born teacher" He taught more than bare facts, he developed the power to think

A type of junior high weekly prepared by the children and financed without advertising (8 pages, 5½x8 in.)

published. The children take it home and the parents generally read it if the child has had a share in its production. The range of adult reading will depend to some extent upon the number of children involved.

Organization. The school paper best serves its purpose when it is a product of the children, directed and advised upon the editorial and business side by one or more members of the school faculty. The more children taking part in its production, the greater is the interest. Some schools change the editorial staff every two months, but the general practice is to change not oftener than every semester.

The children, in gathering, writing, and editing news for their paper, are receiving an exceedingly valuable training in the language field. Theme work which has heretofore been a bore becomes of consuming interest when directed along immediately productive lines. The work on the paper furnishes a motivation and stimulus for the active child that no present-day classroom procedure seems able to do. Habits, attitudes, standards, and ideals in production are being developed that may be a potent influence in the ultimate raising of daily press standards.

Summary. The school papers now present a somewhat limited field in a public relations program. They possess potential possibilities that cannot be neglected. The primary appeal through school papers must be the development of interest in the children themselves and, secondarily, a possible appeal to certain groups of parents. Material for school papers is more effectively presented when the children are allowed to collect, interpret, and present the facts upon their own level rather than have it forced down in a more formal way from above.

SUGGESTED READINGS

Publicity and the Public School, by Clyde R. Miller and Fred Charles. Houghton Mifflin Company, 1924. Chapter VII.
A good account of how to develop the school paper.

"Getting Out the High School Paper," a Cleveland course in news writing by Clara C. Ewalt in *Cleveland Monographs of Education*. Edited by Clyde R. Miller, Cleveland public schools.

DISCUSSION PROBLEMS

1. What is the value of the school paper in public relations?
2. What is the place of the school paper in such a program?
3. What materials can be successfully used in the school paper?
4. List the advantages and disadvantages of the magazine and weekly-paper types of school publication.
5. What are the educational values of the school paper?
6. What is the status of the school paper in your community?
7. Discuss the possibility of the school paper in elementary buildings.
8. What are the best methods of financing school papers?
9. Discuss the different policies in editing the school paper. Which do you consider preferable?
10. To what extent are your school papers contributing to the public relations activity?
11. Discuss the policies in respect to the cost of the school paper. Which do you consider preferable?
12. Read and evaluate, from the public relations standpoint, at least three school papers.
13. Draw up a plan of procedure which you would use to start a school paper.

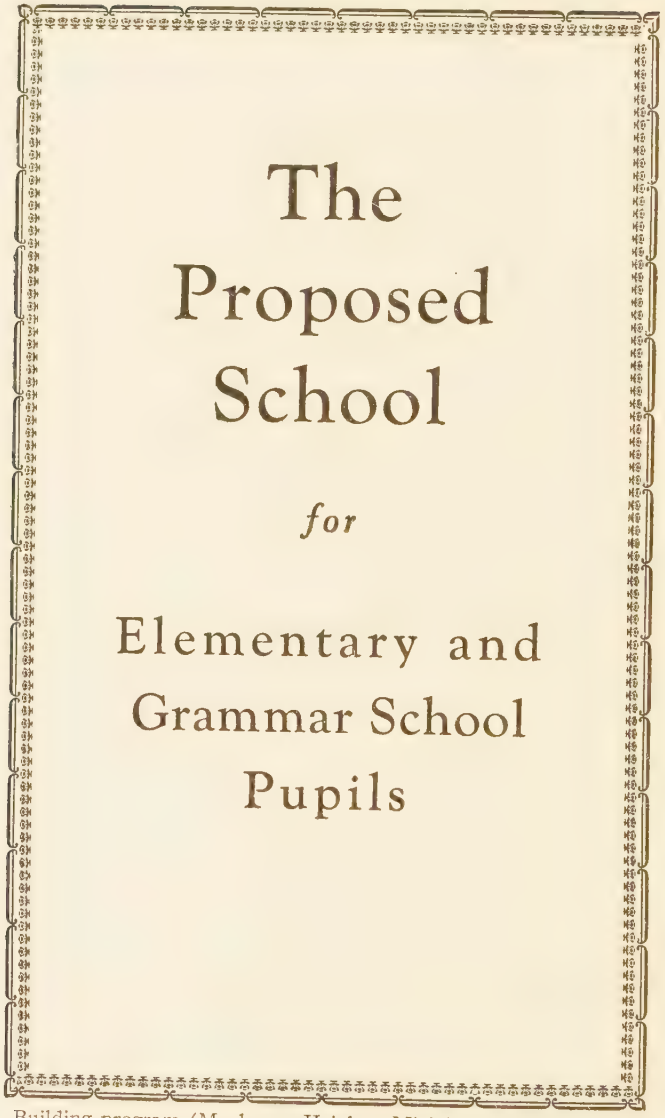
CHAPTER XII

HOME CONTACTS

The most vital and effective part of a public relations program is the development and maintenance of contacts with the home, thus bringing school, parent, and child into closer and more effective relationship. The parents are the individuals immediately and closely concerned with the work of the schools. The progress and achievement of their children are the most important interests in their lives. The schools will progress as the parents understand thoroughly their work, and insist upon the best of modern practice for their offspring. For their own sake, then, as well as in the interests of the state and public education generally, the natural emotional aspects of the parent must be centered about the institution of such vital importance to them.

Closer and continuous relationship between parents and the school may be secured through oral, visual, written, and social agencies. In the smaller communities the superintendent will confine himself largely to oral and visual means of interesting the parents, but in the larger systems all four agencies are essential in perfecting a public informational program.

Home contacts cannot be maintained by the superintendent alone, but require the cooperation of every individual in the school system, from school-board member to school janitor. In respect to the activities involved it is safe to say that anything bringing the parents into touch with the school and its work, and enabling them to



Building program (Muskegon Heights, Mich.) prepared for presentation to the people. An example of the occasional contact

Another example of the occasional contact bulletin. 110 pages and cover. Excellent as a record, but too involved for general public consumption. Cedar Rapids, Iowa, issued a similar report during 1924

see and hear what is occurring, is a part of the general program of home contacts.

Oral contacts. The first part of the program in which the superintendent may be interested is what effects can be secured through oral contacts. The parents may be brought into closer relationship with the schools through talks by executive, principal, and teacher in which the work of the schools is carefully explained and coöperation invited. The parent-teacher association forms an excellent nucleus for further work in this field. Speeches are valuable in making a beginning, but by themselves they are rather ineffective and should be employed only as the groundwork to the second phase of the program.

Oral contacts may be made through the visiting teacher and the social worker, particularly in communities with a large foreign population. Evening schools are also aids in this respect. These agencies are extremely effective with the illiterate. The field worker and the "movies" are furnishing the best means of reaching the uneducated.

Visual agencies. Oral agencies point the way to maintaining home contacts through visual means, and these are practically as old as the schools themselves. Early examples are the "last day" exercises, where almost every child performed in some formal manner and where parents could see and hear what was being accomplished by the schools. Later examples are school-visiting days, special programs, "Know Your School" weeks, exhibitions, commencement, musical entertainments, athletic contests, the school building itself, plays, and so on.

School activities of all kinds present a wonderful means for establishing these desired closer relations. Koch[1]

[1] *Non-newspaper Possibilities in Continuous School Publicity*, by Harlan C. Koch. Educational Research Bulletin, Vol. IV, No. 11, pp. 233–39. Published by Ohio State University.

has listed numerous possibilities in this field, and his selection does not by any means cover everything that may be successfully used.

The Taxes We Pay—Up or Down?

A Study of the Fourteen Million Dollar Increase in County Taxes for 1924

Data Assembled by
A. R. HERON, C. P. A.

Under Direction of
The California High School Principals Association

Occasional contact material. Prepared by the state association for general public information

The purpose of all such activities is to develop in the parent the habit of going to school at regular intervals and discussing Mary and John with teacher and principal and, through the child, becoming familiar with the work of the schools. The final measure of success achieved through visual means is the number of visits parents actually make to the schools, exclusive of attendance at social, literary, or athletic programs.

Coöperative effort. The extent to which school activities stimulate and develop home contacts depends for its success not upon the executive solely, but rather upon the degree to which teachers and principals can be educated to the need, and the degree of intelligence with which they carry out the general policy. It is the function of the director of public relations to show the value of the program and to prepare general instructions in respect to its development, but in the last analysis everything hinges upon the ingenuity used by the field force in executing the plan. The superintendent and his staff can assist largely by recognizing the good work and commenting upon it.

Natural and healthy competition between schools will result in developments that would ordinarily be quite difficult if not impossible in achievement. Sensible recognition and reward of intelligent activity is one of the surest means of stimulating further effort.

Agencies limited. While oral and visual methods of securing home contacts are extremely valuable, there is something lacking to make this completely successful and satisfactory. Each school event that attracts parents is limited necessarily to the subject involved, whether music, a play, an athletic contest, or an exhibition of work. These events lack continuity and do not lend themselves

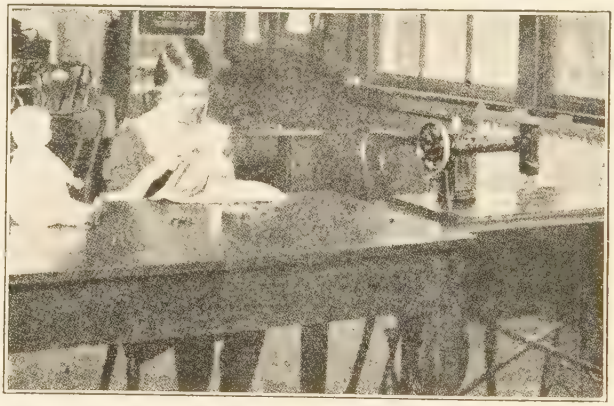
easily to a direct discussion of the general school policy. From this standpoint the chain has a very weak link.

The means of correcting this weakness may be accomplished through the parent teacher association and through written agencies. It is quite difficult, if not physically impossible, to meet all of the parents monthly or bimonthly and speak to them of the work of the schools. As a rule there must be some more immediately attractive appeal to take them from social and recreational activities or from the home. The physical limitations of the executive and staff also make such procedure as a regular and city-wide appeal impracticable. It would be successfully possible only in an extremely small and compact community.

Written agencies. The selection of written agencies for establishing and developing home contacts depends upon the goal to be achieved. These may be considered from two aspects: instructional contacts and general contacts.

Home reports. The most general and the oldest way of maintaining home contacts through written material is by means of the "report of school work" sent to the home at regular intervals. There are three general practices in this respect. That most widely used is some form of standardized report upon which is stated the child's degree of attainment in classroom work. This report is either sent by the child or mailed to the parent at intervals of from four to six weeks. The parent signs the report and returns it to the school. The second method is to inform parents only when the work of the child is below passing grade. A third method is to send rather extended statements to parents at irregular intervals, inviting them to call at the school for conference upon the child.

The instructional home contact is of great importance, but it is upon the whole rather ineffective. No constructive



A Garment-Making Project for Sixth Grade Girls

One of a Series of
Bulletins on What
Cleveland's Public
Schools are Doing

Example of Cleveland contact bulletin (cover)

A Garment-Making Project for Sixth Grade Girls

By ADELAIDE LAURA VAN DUZER,
Supervisor of Home Economics, Cleveland Public Schools.

IN THE days of our mothers and grandmothers sewing was a very serious task for little girls. But their sewing lessons were not so practical as those which are received by the little girls of today in the public schools of Cleveland.

One of the Dolls Ready for a cold day with all-wool coat, fully lined, and with cap and muffler that any little girl can knit.

The prim little maids of long ago made decorative samplers. Very carefully and patiently they cross-stitched the alphabet. How astonished they would be could they see the children of today happily cutting and making clothes for the school dolls.

In the progress of public school education there is a constant tendency towards instruction to help the boys and girls in the practical duties of life. Boys are being taught the work of crafts and trades. Girls are being schooled in the arts of cooking, sewing, millinery, care of the home. While much of this practical education is to be found in the high schools and junior high schools of Cleveland, some of it is going forward in the grades.

In a number of the sixth grade classes the making of dolls' clothes and the dressing of dolls has been introduced as

suggestion can be offered except in the way of pointing out obvious weaknesses in present procedure and the necessity for careful research.

The value of effective home contacts upon the instructional side is not seriously questioned. The complexity of the audience, the educational levels, and the varying degrees of intelligence and comprehension make it impossible to standardize upon a single instrument for community use. The problem points to some differentiated forms that will meet the needs of every element in the community and make their use effective with every group. Much careful experimentation and research are necessary in this field before objective agencies can be recommended.

Occasional written contacts. In the field of general written contacts a choice of several practices is offered. If the executive desires to maintain occasional written contacts, the Cleveland method is recommended. At irregular intervals Superintendent R. G. Jones issues, through the division of publications, well written monographs on subjects pertinent to the schools.[1] These are attractively edited and illustrated. They make their initial appeal through a catchy title and apt illustrations.

In studying these productions one may feel inclined to question their value to the entire community in proportion to the expense involved in community broadcasting. The policy apparently does not provide for complete circularization of the community, and this agency consequently does not meet the test of a completely successful home-contact agency.

Commencement. The graduation exercises offer twice each year an opportunity for written as well as for oral

[1]See list of such publications at the end of this chapter.

In accordance with instructions from E. C. Hartwell, Superintendent of Schools, No. 53 school takes pleasure in reporting to its patrons on the following matters of public interest and educational accomplishments:

1,188 pupils enrolled up to May 1st.

Average daily attendance, 1,039.

Percentage of tardiness, .0001.

Number of visitors during the year, 740.

Number of graduates this year, 106.

Number of graduates last year, 113.

110 members of last year's class are attending higher institutions of learning in Buffalo and elsewhere.

Eight members of last year's class are on Masten's Honor Roll, one received Honorable Mention for a Humane Essay and one received Honor in Athletics at Technical High.

Two pupils were entered in the Richmond Speaking Contest.

The one big entertainment of the year was the Pageant of Nations, which was written by the teachers and produced by the children on two evenings in March at Hutchinson High School. 412 children participated, and a splendid school spirit was shown behind the stage by the way they co-operated with the teachers in making the Pageant a huge success. $1,700 was thereby added to our School Fund, which will be used to purchase material and equipment to aid the pupils and teachers in their work.

We have a Parent-Teacher Association of 100 members. We would like to double the membership next year. We have a meeting each month in the Kindergarten and a good speaker at each meeting. We had two Card Parties, a Baked Goods Sale, an Experience Social, and an Apron Shower, all of which netted us $268.70. We have contributed to the State Convention and Extension Work, to the Near East Relief and to several needy families in our own district. We extend a hearty invitation to all our parents to join our Association.

The pupils of School 53 have shown a civic pride and a spirit of helpfulness this year in these ways:

a. Kept desks, rooms, building and grounds free from papers, rubbish, etc.
b. Assisted engineer with the daily cleaning when help was scarce.
c. Sold tickets, and made and paid for their own Pageant costumes.
d. Boys acted as Safety Squad at corners of block.
e. Served as monitors, helping to make the assembling and dismissal of school orderly.
f. Boys made and installed a Bulletin Board in each room and in each corridor.
g. Acted as messengers to bank, Superintendent's office, etc.
h. Tried to be Good Citizens by being prompt, clean, helpful, courteous and obedient.

Our entire building was re-decorated inside and out, and much needed repairs were made on the roof.

Number of library books read by pupils this year—18,536.

Number of supplementary readers read in school by grades:

Grades	I	II	III	IV	V	VI	VII	VIII
Readers	34	25	27	25	25	25	20	7

The Stanford Achievement Test was given to our pupils and we are proud to state that they ranked on a par with others in the city as well as the nation, and in some grades far above others of the same grade elsewhere.

The Jesse Ketchum medal is given to the pupils in the seventh and eighth grades who achieve the highest per cent in each grade for the year. In making this award three things are considered; Scholarship, Deportment and Attendance. The names of this year's winners are found elsewhere in this program.

contact. If executives would properly organize this event in the interests of the parents, instead of permitting the average commencement orator to deliver platitudes to the children, much good might be accomplished. The parents are present and are interested because of their children. The opportunity is perfect for an effective appeal in behalf of the school's program. The children may themselves present a very effective interpretation

STUDY OF EXCUSES FOR TARDINESS AND ABSENCE

DOYLESTOWN HIGH SCHOOL COMMENCEMENT.

(Note: Realizing that the day of the oration and commencement speech is fast passing out of existence for a more useful and beneficial method of conducting commencements, the graduating class of 1925 of Doylestown High School this year conceived a unique idea, a study of excuses for tardiness and absence over a period of four years in the Doylestown schools and made known their studies Tuesday night at the annual commencement.)

PART NO. 1
"PURPOSE AND METHOD"
By
Jane Kohler

There was a time when to attend a high school commencement meant listening to a series of orations on subjects with beautiful words and phrases and with meanings far beyond the conceptions of high school students. These commencement speeches would be given and listened to with due ceremony, the orators would receive their just amount of praise, and then the speeches would be forgotten. To the audience the long words and lofty themes would mean but little. There would be no real significance behind them—no new thought to take home and think over. But the days of these elaborate orations are passing. The schools are beginning to seize the opportunity of commencement to present programs and materials of practical value to school and community. They are giving the fathers and mothers and patrons something to consider, something to ponder over. They take this method of winning their co-operation and assistance. At least that is what we shall attempt tonight. We want your moral aid and your practical help in solving problems that concern your children.

Although it probably is not realized, nevertheless one of the worst school problems to contend with today, and this is true in other schools, is the habit of tardy and irregular attendance. This may seem a trivial matter at first but it is not so. It cannot be recognized at once except by a person acquainted with the machinery

Continued on Page 2.

PART NO. 2
"TARDINESS"
By
Harry Kohler

Time is an important subject when one's life is as short as that of human beings. Great battles like Austerlitz have been won in a few minutes; prompt and punctual action has saved lives, fortunes and empires.

In Doylestown as in all the rest of the world, we are anxious to save time. No Doylestown business man wants a young man or woman who can not save time or prevent the wasting of it. He knows that the young man who is always on time is a reliable and efficient person to employ.

The analysis of tardiness in our high school shows that the boy or girl who gets started upon his day's work early in the day is definitely the better student. School and business want people who are on time.

This study concerning the tardiness in the Doylestown High School is based on two thousand five hundred ninety one (2591) specific cases of the last two (2) years and the entire data on tardiness the past four years as taken from the school records. Its purpose is to study the causes of tardiness, to determine who the worst offenders are and to discover how much lateness is due to personal carelessness and other avoidable causes.

The study shows that in two years three hundred fifteen (315) town students contributed one thousand two hundred twenty six (1226) cases, or nineteen thousand eight hundred ten (19,810) minutes of tardiness; the four hundred fourteen (414) rural students

Continued on Page 2.

PART NO. 3
"ABSENCE"
By
Alice Hennessy

For a long time we have known that high school students missed a great amount of school time. But we had never made a digest of the records to ascertain just how much time was actually lost. This study has revealed some astonishing facts. From this survey you will readily see how much instruction has been lost, how much the teacher's purposes have been defeated, and how much actual money has been lost to you, the taxpayers, thru the failure of students to avail themselves of all the time.

We have made this study to convince the students and their parents that it is necessary to attend school regularly. As we expected, the records show that the greatest number of non-promotions are due to irregular attendance. A study made in our own schools a few years ago proved that the amount of absence is twice as great among non-promoted as among promoted pupils.

The statistics cover a period of four years, from 1921 to 1925. In these four years 9489 days, the equivalent of forty-seven (47) school years of time for one student, have been missed by high school students. This is an enormous amount when you consider what is lost in real knowledge and what this loss will mean to them later.

The total number of excuses signed by parents that have been handed in in the past two years, 1924 and 1925, is 3114. This not only gives an idea of the amount of time missed but it

Continued on Page 3.

Interesting type of commencement program (Doylestown, Pa.)

of the school's purpose through dramatization of some kind.[1] A third commencement means remains. It is the program. Programs are read by everybody, and parents take them home. Several pages may be sensibly used to tell in simple language the real work of the school. Drive home the necessity for coöperation, and make striking appeal to the adult.[2] An example of such program use is reproduced here to illustrate the point. Type size and material should be more carefully selected to furnish effective appeal. An example of a child project in this connection is shown on page 160.

Continuous written contacts. If the executive feels that occasional contacts are not as effective as they might be, there remains the continuous contact method to the entire community.

Several years ago (1921) a superintendent in one of the large cities was convinced of the value of the written contact and attempted to develop it as a part of the general public relations program. The question was discussed by the staff, and the editor drew up a plan that was finally put into practice. The means employed was a monthly open letter to parents, consisting of a four-page folder, five by seven and one-half inches, which contained each month a series of simple talks upon some phase of the school system. These were printed and distributed at a cost of approximately one-tenth of a cent per copy, and put into circulation through the schools every month. Although developed in the nature of an experiment, in a more or less hesitating spirit, they proved successful. Many hundreds of unsolicited letters from parents to

[1]Superintendent Washburne, of Winnetka, Illinois, has achieved this in an effective way.

[2]Superintendent Hartwell of Buffalo, New York, is using this means of approach.

DETROIT PUBLIC SCHOOLS
SUPERINTENDENT'S MONTHLY LETTER

Issued monthly by the authority of the Board of Education, City of Detroit, for the purpose of acquainting the people of Detroit with their schools

Address all communications to 1354 Broadway

Vol. 1 NOVEMBER, 1921 No. 2

Everyone Helps

EARLY every morning more than 134,000 bright-eyed children leave their homes to receive instruction in the public schools.

Just a little earlier 4,500 teachers are traveling from different parts of the city to teach these children.

Earlier still 500 engineers and janitors have come to heat and make comfortable the buildings for children and teachers.

More than 100,000 parents also play their part. Children are dressed, fed, and started to school.

The public schools exist for the children.

They form a great and complicated system. Their success depends upon the combined efforts of parents, children, teachers, engineers, and janitors. All have an important part in the making of citizens.

Superintendent

teacher, principal, and superintendent indicated to some extent their value. They were discontinued after a year because of lack of funds, but their value and worth were sufficiently established to lead to their inclusion in a public relations program.

Subjects. The material developed in monthly letters to parents may deal with every phase of school activity.

SUPERINTENDENT'S MONTHLY LETTER

What the School Provides

IT WILL cost $12,553,532.00 to run the schools this year.

Just what do the parents of Detroit children receive for this money?

The schools are in operation 190 days a year and six hours each day. In addition there are the summer and evening sessions. The total number of instruction hours given to pupils amounts to 144,500,000.

For six hours each day 134,600 children are cared for in regular sessions. During all this time parents are relieved of their care. The Board of Education, in its building program, is attempting to provide clean, well lighted, well heated and ventilated buildings for all of these children.

In addition to being cared for they are taught to work, study, and play together. They are given a chance to learn how to be healthy, how to read, write, and figure, how to make things with tools, and how to use their leisure time. All human progress is brought before them.

Their characters and their ideals are being formed. They are trained for citizenship.

It is costing the citizens of Detroit 8.6 cents an hour for each child for this educational preparation for life.

A suggested list of subjects for the first year might be as follows: The Social Value of the School; Changing Times Mean Changing Schools; Schools a Cooperative Enterprise; Purpose of Modern Instruction; Community Service of the Schools; Equality of Opportunity; How Tax Money is Spent; The Elementary School; The Junior High School; Vacation Schools; Health and Recreation.

SUPERINTENDENT'S MONTHLY LETTER

The Teachers

FORTY-FIVE hundred teachers and principals are required to give Detroit children their schooling.

The teacher's work consists of teaching and preparation for teaching. This means from eight to ten hours of work daily.

More than half of the teachers, 2,848 exactly, have had two years of teacher training and 978 have spent four or more years in fitting themselves for teaching positions.

One-quarter of the teachers served Detroit nine years or longer. Half of them have served three and one-half years.

Detroit teachers are wide awake. They know that education asks more of them in professional training each year.

They know that the schools will go forward only as teachers increase their training and keep up to date.

Every summer hundreds of them go to school, returning in the fall with fresh ideas and new methods.

For the last two winters more than half of the teachers have spent from one to three evenings each week taking courses that would increase the quality of service they give to the children.

Detroit is fortunate in its teachers. In their eagerness to learn and in their willingness to make personal sacrifice for the sake of education, they are striving to give your children the best education in the country.

This list of titles is by no means complete, but is merely a partial selection to show the possibilities of the monthly letter.

Preparing material. The material for letters to parents must be prepared with exacting care. The articles must be simply written. They should be brief but interesting. A good procedure is to prepare the material, submit it to

SUPERINTENDENT'S MONTHLY LETTER

Your Investment

IF A MAN invests a large sum of money in a business he will be watchful of how that business is run.

The people of Detroit have invested about $230.00 in land and buildings for every child in school.

There are 197 permanent and 38 temporary buildings.

The people are still spending money to provide places for every child and must continue to do so as long as Detroit grows and its citizens have children.

Seats for about 10,000 new children must be provided yearly.

Many of the present buildings are old and each year become less satisfactory as places in which to teach children.

In addition to providing for growth the Board of Education must replace worn out buildings.

The success of the schools is your business. Take an active interest in them.

Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.—Ordinance of 1787.

a group of staff members for criticism, and then rewrite it. Next present it to a newspaper man and secure his criticism. Sixth graders may then be exposed to the article and their reactions carefully noted. They may be asked to express the same thought in their own words. Upon the basis of these criticisms the material will be partially or completely rewritten and massed. It is well

The School Visitor

of

The Public Schools
Highland Park, Michigan

¶ ¶

The "Merit Plan" for Payment and Promotion of Teachers

AN attempt to answer questions often arising in the minds of teachers, principals, taxpayers, and colleagues in other localities, who may wish to know something about some item in the plan of pay and promotion of Highland Park teachers

SECOND REVISION

Published by the Board of Education
March, 1925

Example of contact bulletin in medium-sized city

to bear in mind that in writing for the average parent, sixth-grade levels are probably safer than anything else. This means a careful choice of words, and it is well to see that not many words of more than three syllables are employed.

Make-up. The material should be so prepared that it tells the entire story on the first page. This page should be intimately written and signed by the superintendent as a direct personal appeal. If an individual is not interested beyond the first page it is essential that he secure all of the meat of the article in the first hundred words. Like the newspaper story, this should be so attractively done that while all essential facts are furnished, the reader will be stimulated to turn the page. The second, third, and fourth pages may repeat in wider form the theme of the opening paragraph.

The letter should be small enough to fit a man's pocket conveniently or a woman's handbag with one folding. A good size is five by seven and one-half inches. The preferred stock is white with eggshell finish, and the best ink is black. The type should be selected upon the basis of the audience, and twelve-point on a fourteen-point base or fourteen-point on a sixteen-point base is preferred. The width of the page should not exceed four inches, or a double newspaper column. Initial display letters make an attractive page beginning. Short paragraphs, generally not to exceed seven lines, are good, although five lines are preferred. The opening page may be followed by a script signature of the superintendent to make the initial appeal personal and intimate.

Distribution. The cheapest and most effective means of distribution is through the schools. The letters can be used once a month as class material in social-science work

and the material developed may be presented to and discussed by the students. With the stimulus of the class discussion behind them, the letters will be carried home and discussed with parents. This development in the classroom aids considerably in homes where a foreign language is spoken or where parents are illiterate. In these cases the children, eager to display the results of class discussion, will translate the material to the parents. The appeal through the child will cause the passive parent to display an interest to please the child, and the result may be an awakening of real interest.

The degree of intelligence which the teacher employs in presenting this material in class will determine largely the success of the achievement. As in oral and visual contacts, the main factor to success is the classroom teacher.

Social agencies. In towns with a large foreign population home contacts may be successfully made and developed through social agencies. The newly arrived foreigner does not understand our language and is usually bewildered trying to adjust himself to the dynamic environment of an industrial democracy. Because of his bewilderment he is somewhat suspicious. The best means of contact in such cases is through the visiting teacher and the school nurse. The visiting teacher, trained in social-service work, approaches the mother through the child, explains the purpose of the American public school, and enlists the mother's sympathy for and coöperation with the schools because of their meaning to her children. The visiting nurse also meets the parent in the home and assists in a very material way in the solution of health problems with which the newcomer is unfamiliar. In case of sickness, help is provided; in convalescence, food

is prepared and advice given. The foreign mother is extremely grateful for these services. Through them a bond of sympathy and possibly of understanding may be developed toward the school program.

The suggestion is renewed that a "municipal Dawes Commission" or non-partisan fact-finding and fact-reporting committee, is needed to keep campaigners reminded that **partisan misrepresentation of public school work will not win votes in this coming municipal campaign.**

New York is so large and has so many commencements that events are lost here which would be front page stories in smaller cities.

Tens of thousands of leading New Yorkers think nothing of travelling to Florida, California, Japan, Maine or Paris, almost as casually as they go to a golf course.

Yet they find it easy to applaud wholesale misrepresentation of public schools because they have not first hand knowledge of the Americanizing that is done at public school commencements just around the corner where young Americans of thirty hyphenated origins are, together with their parents, raised to levels of ambition, idealism, dynamic determination and gratitude such as are only faintly suggested by college and university commencements.

It is to these neighborhood schools - grammar, junior high and high - whose product is certified and godspeeded this week that our city must look for that courage, which President Butler says even educated people lack, to disagree with one's own group of leaders; for that protection, which President Farrand of Cornell University says we need, against the tyranny of uninformed public opinion and popular prejudice; and for that popular intelligence which ex-Secretary Hughes says is indispensable to democracy's success.

The point which New York should recognize this week is that the public school cannot do what is expected of it if the city's big men, the leaders of women's clubs, and the bulwarks of business and philanthropy continue to support political campaigners in making such wholesale charges against public school work as have signalized the beginning of the present municipal campaign.

It is just as injurious and anti-social to injure public school work by making wholesale untrue charges as it is to create conditions which warrant specific true charges.

To claim that politics interferes everywhere with advancement for teachers may prove even more vicious than to permit political interference at a few specific places.

To claim that public school work everywhere in the city is demoralized and that conditions throughout the public schools are intolerable, as has already been done in this campaign several times, not only does more harm than the injuries complained of, but delays corrective action where this is needed.

If every person intending to make cam-

No. 430 Issued weekly except July and August from 1125 Amsterdam Ave., N. Y. C. Public Service
June 23, 1925 By Institute for Public Service - William H. Allen, Director 2 a year $1.00
Entered as second class matter March 21, 1910, at the post office at New York, N. Y., under the Act of March 3, 1879

Publicity material of an interesting size and make-up. Can be folded and used as a mailing card

In some cases superintendents have found these two avenues the only means of approach to the problem encountered with the foreign born. The older method, still considerably used, of considering these cases as truancy and using the badged if not uniformed officer has tended to create distrust and antipathy, and has tended to complicate rather than to solve the problem.

The success of home contacts rests primarily with the classroom teacher, and her interest and coöperation must be secured if any degree of success is anticipated.

Summary. Contacts with the home may be secured in four ways: visual, oral, written, and social. All four are essential in any save the very small community. Written contact directed to parents is quite recent in its development, but sufficient experimentation has been done to include it in a comprehensive program of public relations and to consider it as an agency holding large possibilities.

SUGGESTED READINGS

Letters of a Superintendent to the Parents of School Children, edited by A. B. Moehlman. Published by the Detroit Board of Education. Vol. I, Nos. 1–9, 1921–22. (Free upon request.)

School Publicity. Maryland School Bulletin, Vol. V, No. 3, Nov. 1923. Published by the State Department of Education, Baltimore, Maryland, pp. 45–60 and 75–87.

Non-Newspaper Possibilities in Continuous School Publicity, by Harlan C. Koch. Education Research Bulletin, Ohio State University, Vol. IV, No. 11, May 27, 1925. Pp. 233–39.

Educational Monographs of the Cleveland Public Schools (1920–25). Edited by Clyde R. Miller.

1. Adenoids and Arithmetic.
6. Getting Out the School Paper.
11. Cleveland Schools in Art.
15. School Use of Public Library.
23. Salary Schedules.
24. A Garment Making Project.
25. Elementary Embryology.
26. Progress of Studies (Junior High).
27. Ethics of the Teaching Profession.

An Age-Grade Survey, by David B. Corson, Newark, N.J.

Monographs of the Rochester, New York, Public Schools. Prepared by various individuals under the direction of Herbert S. Weet.

Monographs of the New York Public Schools. Edited by Eugene A. Nifenecker.

Building Program for the Milwaukee Public Schools. Edited by W. W. Theisen.

Housing the Children, a Community Project, edited by M. R. Keyworth. Research Series No. 1, Hamtramck, Mich.

DISCUSSION PROBLEMS

1. List the possibilities for home contacts in your community under the captions (*a*) oral, (*b*) visual, and (*c*) written.
2. What improvements can you suggest in the present method of maintaining home contacts in your community for instructional purposes?
3. Write out a program for commencement which would make for effective home contact.
4. Using the conditions of your own community as a basis, work out a practical program for establishing and maintaining home contacts.
5. Discuss: "The expenditure of public money for home-contact bulletins cannot be justified legally or morally."
6. Make a list of detailed subjects that would be available for home contacts in your community.
7. Discuss the importance of the teacher in the home-contact program.
8. Discuss the importance of the child in the home-contact program.
9. List the results you might expect from a successful home-contact program.
10. Describe your present community home-contact program.

HAMTRAMCK PUBLIC SCHOOLS

Research Series No. 1

Housing the Children

A Community Project

Prepared for
The Board of Education
City of Hamtramck
1926

Example of new type of survey study for community contacts

CHAPTER XIII

THE PARENT-TEACHER ASSOCIATION

The most effective agents in the development of a public relations program are parents, teachers, and children, and the most effective single agency through which this contact may be achieved is the Parent-Teacher Association. The organization and its program present two distinct nuclei around which a public relations program may be successfully built.

The executive who desires to make use of this organization in his public relations program must be familiar with the origin, the purpose, and the extent of the movement. He also needs to know how to organize this instrument and how to use it effectively.

Purpose. The general purpose of the parent-teacher association is to bring school and community closer together in order that through coöperative effort the public schools may be made more effective and the interests of the child may be better safeguarded and advanced. Each association, in accordance with local needs, will build a program that in some respects differs from all others. Moore[1] has formulated a generalized program that covers most of the local variations. This, quoted, is as follows:

a. To understand more fully the plans and aims of education and how to realize these plans and aims.

b. To know the local school, its needs, its plans, and its programs of procedure; and to be a real factor in helping it to meet its needs, execute its plans, and realize its programs.

[1] *Parent, Teacher, and School*, by M. E. Moore. The Macmillan Company, 1925, pp. 64–65.

The Quarterly

OF THE

Omaha School Forum

OFFICIAL ORGAN

Forum is Affiliated with the N. E. A.

CALENDAR OF MEETINGS

Board of Directors—Apr.—May
Representative Assembly—May
General Assembly—April—June

APRIL, 1925

The quarterly type of house organ edited and published by the teachers

c. To link the school and the community together.

d. To take an intelligent interest in school elections, whether the voting be in relation to bonds, current taxes, or for members of the school board.

e. To bring the community and the teacher into a more harmonious relationship by helping the teacher to get acquainted and properly established in the community.

f. To support the teacher when she is right, instead of permitting her and her school to become a choice subject of conversation for neighborhood tattlers or the anvil on which the community "knockers" ring all the changes from morning to night.

g. To supplement the efforts of the school board in making the surroundings of the school or schools approach the ideal as nearly as the resources of the association will permit.

Extent. In 1919 the total membership[1] included 200,000 mothers. The estimated average annual growth has been approximately 40,000. In 1924 the total membership of parents was 651,387. Upon the basis of children reported in school[2] by the 1920 federal census, there were approximately 2,240,000 mothers. At present, approximately one out of every five parents holds membership in some local association. This distribution is of even greater significance when it is realized that practically all of this organization is in the public schools. The character of the association, its extent, and its organization make it today the most effective instrument in the forward progress of the schools.[3]

[1] *History.* The movement may be traced to the kindergarten development, which started mothers' meetings as early as 1855. As far as is possible to ascertain definitely, the association originated in Chicago in 1894 in the organization known as the Congress of Mothers. Three years later it was reorganized on a national basis. In the meantime a parallel organization, the Parent-Teacher Association, was developing locally, sometimes stimulated by mothers and sometimes by progressive teachers. These local associations were known by various names. In 1908 the Congress of Mothers and the Parent-Teacher Association were affiliated, resulting in the development of the present organization. In 1924 it became the National Congress of Parents and Teachers.

The national congress has been interested in education and child and social welfare, and its activities have been to develop public opinion upon these lines.

[2] 17,994,840 between the ages of 7 and 16 years.

[3] Bureau of Education Bulletin, 1925, No. 30, p. 7.

Organization. The organization of the parent-teacher group is immediately around a single school or, in small communities, around the school district. Practically every one of these local associations is affiliated with the state association, either directly or through a parent-teacher council. In small communities the association is directly affiliated on the representative plan. In larger districts, comprising a series of "locals," an immediate coördination is secured through the central "council," to which each local group sends representatives. The council in turn is represented on the state council.

The state councils are affiliated with the national organization, known as the National Congress of Parents and Teachers, with headquarters at Washington, D.C., which is directly affiliated with the National Education Association as one of its departments.[1] State and national meetings to discuss policy and progress are held at least once a year, and in the state associations at more frequent intervals if necessary.

Membership. The local association is open to fathers, mothers, and anyone else interested directly in the work of the schools.[2] Contact and solidarity are maintained through the national magazine of the association, *Child Welfare*, published in Philadelphia. Contact between the local associations in each state is secured through the publication during the school year, at monthly intervals generally, of a *State Branch Bulletin*, issued either separately in the state educational magazine or included in a special number of the house organs of the larger school systems.[3]

[1]In a number of states the state organization is also affiliated with the state teachers' association.

[2]Affiliated in forty states with the national organization.

[3]See *Detroit Educational Bulletin*, Vol. 6, No. 2, October, 1922.

OHIO PARENT-TEACHER ASSOCIATION

MRS. J. G. RUFF

Former President, Ohio Branch, and Editor, The Ohio Parent Teacher

The Board of Managers of the Ohio Branch, National Congress of Parents and Teachers, is happy to announce that after December first the state headquarters will be at the State Department of Education, Columbus. Miss Ethel Peters has been engaged as Extension Secretary and she will be in office at least half of the time to answer questions and give suggestions regarding Parent-Teacher work either personally or by letter.

* * *

The Ohio Organization Leaflet which tells briefly "How to Organize," "How to Join the State and National," "Why Join the State and National Organization," and which gives suggested by-laws for local associations, is ready for distribution. Copies are free and may be obtained from the state office, the state president, and the district directors. All the national leaflets may be obtained from the state office, and it is suggested that time will be saved if the requests are sent in to our headquarters.

* * *

Dr. Garry C. Myers, School of Education, Cleveland, will have charge of the Child Study Groups in connection with the state Parent-Teacher work. Dr. Myers will have an article in the January *Ohio Parent-Teacher* giving plans and suggestions for this interesting and valuable study. Many associations in the state have already started Child Study Groups and are using "The Child, His Nature and His Needs," as a text.

* * *

Mrs. Hugh Bone, 2500 Bexley Park Road, Columbus, is the new director of the Central District. Mrs. W. H. Sawyer, a past State president, has been appointed chairman of a special committee on the History of the State Organization. The 1926 convention will complete the first twenty-five years of Parent-Teacher work in Ohio and Mrs. Sawyer will compile a history of the state work since the first meeting in 1901.

* * *

This year the Ohio Parent-Teacher Associations will be grouped with the High School Department in the regular departmental meeting held in connection with the Mid-Winter convention of the Ohio State Teachers Association at holiday time. The date of the departmental meeting is December 29. The state president, Mrs. C. E. Kendel, will present a speaker on the work of Parent-Teacher Associations in High Schools.

* * *

Fifty per cent. of the requests for information and literature on Parent-Teacher work during the past year has come from school people. Ohio recently received a request for program material from a school superintendent in Oklahoma.

* * *

At the November meeting of the State Board of Managers it was decided to hold the 1926 convention in Marietta. There are splendid associations in Marietta and they are so well organized the convention is bound to be a success.

* * *

In order that each local association of the State Branch may have an opportunity to prepare itself to act intelligently and efficiently in the national legislative program and to assist in the formation and support of a state legislative program when the time arrives for such action, the state committee, Miss Hannah Protzman, chairman, is planning to hold a series of studies based on possible legislative activities for use in local meetings.

The following program, which is one of education, has been adopted:

National—(1) Study of the reasons for the establishment of a federal department of education; (2) Study of the national child labor amendment.

State—(1) Study of special education for mentally deficient and retarded school children, and encouragement of the organization of special classes in districts in which such needs are evident; (2) Study of the work of the visiting teacher or school visitor; (3) Study of our state law on child accounting as it operates in local communities.

* * *

One of the principals in northern Ohio states recently that she could not be grateful enough that parents nowadays have sufficient interest to come to school and give their time and effort to support the programs that the school is trying to put across, and that she has noticed that parents are increasingly more interested to see that

Illustration of a parent-teacher monthly combined with state teachers' journal

Use. The parent-teacher association can be used in every phase of public relations. The important fact to be considered in this respect is continuity of program. The occasional presentation of topics of school interest, and monthly meetings, are of too infrequent occurrence for success in securing the greatest benefits. The monthly meeting of the parent-teacher group is only the entering wedge. From these meetings interest may be stimulated to carry over to the individual and should be a means of bringing the parents into closer relationship with the school through frequent school visitation, meetings with teachers and principal, and observation of classroom procedure. Behind the most successful use of this agency lies a tremendous amount of hard work and continuous effort. Success cannot be achieved over night, and must not be expected. If tangible results are observed at the end of a year or even of two years, the effort may be considered highly successful.

How to organize. Many superintendents who have had sad experiences in respect to parent-teacher organizations are inclined to look askance at this agency. Others, without actual experience, are quite nervous about the entire problem. The question may be asked whether it is possible to organize a parent-teacher association so that it will advance along progressive and constructive lines rather than become negative and degenerate into a handicap. The answer may be given in the affirmative, if common sense be applied in generous quantity.

The procedure may be developed in the following manner. The principal, or in a small system the superintendent, may work up sentiment among the leaders in that particular community. This groundwork should be so developed that the individuals in debating the problem

in their own minds will feel that the organization idea is their own rather than something handed down. To secure this reaction requires rather careful and skillful technique.

When sentiment is ripe for organization the individuals, if the ideas have been properly inculcated, will come to the principal or superintendent and request assistance in perfecting the organization. A preliminary meeting can then be arranged and plans discussed. In these the principal or superintendent should act as "steerer," giving advice and suggestions but otherwise remaining in the background.

In the meantime the principal or superintendent will have accomplished the same objective with his teachers and impressed them with the value of the program and the necessity for coöperation on a tactful basis. The greater the initial stimulus from the layman, the greater the momentum that will be gained for the parent-teacher association.

When this groundwork has been laid, the real organization meeting can be held. Let this be called by the leaders in the neighborhood rather than by the professional group. The initial response of the townspeople will probably be better.

The meeting can be started by selecting a temporary chairman, and then proceeding to permanent organization and election of officers, adoption of a constitution, and other routine business. It is good policy to allow all of the offices to be filled by laymen. The most important and least conspicuous position is that of program chairman, which office should be held by a member of the professional group. It is made by appointment or in a manner provided for in the constitution. From this vantage

point the program can be skillfully developed and directed through the organization officers. Control of policy may thus be maintained by the professional body without stepping into the limelight that surrounds the officers and, consequently, making it possible to remain clear of the factional entanglements that are so frequently disastrous.

Secondary school groups. Groups developed in secondary schools offer a somewhat more difficult problem. These schools draw from a much larger district than the elementary school, and are therefore less homogeneous in character. Care must be exercised to see that every section of the community is represented. Many failures occur because the principal permits the more aggressive social elements to secure control and smother the other groups. The result is a one-sided representation that makes for factional discussion and prevents the program from being really effective. If wise leadership is exercised the social difficulty is not insurmountable.

Failures due to "personal boosting." Many failures are due to the fact that members of the professional group step to the front, insist upon office, and aggressively carry the program. It is well for the schoolman to remember that while officers change annually, the chairmanship of the program committee can be held indefinitely if sensibly used.

Another excellent rule is to give to the lay members all of the credit, and for the professional group to remain discreetly in the background. To paraphrase a noted quotation, the schoolman may "take the results and let the credit go." Personal publicity is such a gossamer affair, and so fraught with danger when it breaks, that the wiser course is to leave it to the community leaders.

Program. The programs of parent-teacher associations may be as wide as the educational field. There is little that cannot be brought before the group. It is good technique to present every question through its immediate relation to the child, in order to develop and sustain interest. Again, in developing the program it is well to start with the immediate problems of the school and then proceed to similar problems in terms of the community.

What parents should know. Parents should be informed upon instruction, finance, buildings, teachers, sanitation, health, and administration. Instruction is the supreme function of the school, and all of the essential complementary activities are subordinate in character. The work of the schools should be translated for the parents in terms of changes brought about in the child as a result of exposure to a curriculum and to teachers. All of the other problems of finance, buildings, and so on, must be translated into achievements and presented simply from that standpoint. The people are not spending mere dollars per pupil in attendance, but for x dollars their children are enabled to proceed from 0 to n in power and control, in preparation for citizenship, and in development for social and individual life under a democratic government.

The meaningless and misleading raw money costs have no more real value as appraisal material for presentation to parents than have raw scores of intelligence or achievement tests. Tax-rate comparisons, with the variable of assessed valuation uncontrolled, are rather poor means of studying educational problems. Per-pupil or cubic-foot building costs, while valuable for the administrator as indices or trends, mean nothing to the

lic institutions are beginning to suffer. Something must be done to enforce the law equally and impartially, or a new, equitable and enforceable law must be enacted. —*I. S. T. A. News Service.*

ILLINOIS COUNCIL OF PARENT-TEACHER ASSOCIATIONS

State Branch of the National Congress of Parents and Teachers

Mrs. Minnie H. Prince, Downers Grove, Ill., Contributing Editor

THE CHILD AND ATTENDANCE AT SCHOOL

There are about 20,000,000 children enrolled in the public schools in the United States; 16,000,000 of these are in average daily attendance.

The American City Bureau Report of March, 1921, states that for every 100 boys and girls enrolled in school at nine years old, 94 will be present when the group is thirteen years old, 81 will be present at fourteen years of age, 62 of them at fifteen years of age, and only 36 at sixteen years of age.

What are the causes of non-attendance? The Parent-Teacher Association has awakened to several of the causes. First, "Health is the first of all liberties." How many of our children are physically fit when they enter school in September? How many have defects that could be corrected? We have learned that 70 per cent die from preventable causes before they are of school age. "These children shall have their rights of childhood health and happiness, instead of the injustice which gives them disease and death."

Every association in our state has been requested to enter the competition for a One Hundred Per Cent Perfect Class entering the first grade. All children entering this contest, are examined by a competent physician, defects recorded and corrections made before they enter school. The *Delineator* has offered a prize to the association conducting the most successful and best managed campaign.

All thrifty parents examine the children's wardrobe to see that the children's shoes, hosiery, dresses and suits are in order before entering school in September. Why not know the most vital of all, the condition of the body?

Since the parents wish to send the child to school physically fit, will the teachers see that the children have sufficient light and pure air? For nothing affects the health so quickly as impure air and insufficient light.

Cause Two. Parents and teachers have been amiss in their understanding of the child, his nature and his needs. The Children's Foundation is co-operating with our organization, and we are organizing study circles throughout the state using the volume of "The Child, His Nature and His Needs" as a basis for our study.

This year, we are going to concentrate our energies on the pre-school age and high school period, the one necessary to sound health, the other so important in preparing the youth for his vocation.

Cause Three. In the first, second and third grade work the teachers understand the child and present the subjects to be taught in an interesting way so that the child understands; he is working with fundamental or framework facts which are simple and easily understood. In the upper grades he is given his books and is supposed to become interested in minor details. If the teacher does not understand the child, the subject or the way to interest the child in minor details, he then loses interest in school and hates to go to school

Cause Four. Children do not have the required number of hours for sleep each day. To be good thinkers and have a clear mind we all need sleep

Cause Five. The lack of good music and good books in the home. Good books are our mental food. We absorb the ideas that form the substance of our reading as surely as we swallow the food for our bodies. If our digestion is good we eliminate the evil and absorb into our mental system the good. Hence the importance of having the highest ideals before the child, so that he will detect the counterfeit, and have a clean mind as well as a clean body. "Good music flows from courageous hearts, it unifies and magnetizes all who participate, it keeps them in the ways of noble endeavor."

Sixth Cause. Boys and girls should choose the right course in high school if they wish to be interested in their work. Parents and teachers should guide them and not forget what an important part the choosing of the right course plays in the child's preparation for his life work. The boy or girl who does not expect to go to college, should choose a different course from the boy preparing for a professional life.

Our nation is learning that every boy and girl should be trained to be a home maker. To know how to choose their companion for life.

When the parents and teachers of Illinois realize that their work is strictly co-operative each helping and supplementing the work of the other, then the results will be obtained in preparing the ideal citizen for his life work.

In pioneer days, the home was all important and trained the child for the simple life of that day. At the present time, the school is attempting that work almost unaided by the home. Neither can succeed without the other.

That is why 60,000 parents, mostly mothers, are members of the P.-T. A., ready and willing to assist the teachers in training our girls and boys for the ideal life

ESTELLE L. KILBRIDE,
President of the Parent-Teacher Association.

CONFERENCE OF DISTRICT FOUR

The conference of District Four will be held in Galesburg, Friday, Oct. 2, starting at 9:30 in the morning.

MRS. J. S. DRAKE,
Regional Director.
1129 Twelfth Avenue, Moline.

SCHOOL HEALTH DEPARTMENT

BY J. W. BECKER

Managing Director Illinois Tuberculosis Association

HEALTH EDUCATION IN THE NEW STATE COURSE

The Illinois State Course of Study, Seventh Revision, will be placed in the hands of the teachers of the state with the opening of schools in September. The new course presents many changes in keeping with the advances made in the profession, and to meet the demands of the times. While the course is written primarily for the rural and village schools, it will at the same time prove most helpful to superintendents, principals and teachers of grade schools. With slight modification, it will be found an excellent course for the grades.

Perhaps in the treatment of no other subject has there been so radical departure from former editions as

parent unless adjusted through the medium of service rendered the children by that building.

Parents should be educated to the fundamental purpose of the schools, well grounded in the philosophical background, and given practical means of measuring the work of the schools in terms of these objectives. The parent, as a member of the group, is a responsible agent in the great and constant appraisal of the schools that must be made by the body politic. It is better for the schools that this appraisal be made in terms of a factual program than to have it proceed, as in the past, largely upon a basis of ignorance and misinformation.

Schools will tend to increase in efficiency in accord with social needs in proportion as the community is intelligently informed of its program and educated to appraise that program upon a factual basis. The parent-teacher association furnishes an excellent means for achieving this purpose.

Community organization. Another type of formal organization is that most generally known as the community league. A generalized description would be as follows: Every organized activity in the community elects a representative or delegate to a central community council. Let us assume a small community, with three churches, two fraternal orders, a commercial club, a farmers' grange, a literary society, and several women's organizations. Each organization would choose a delegate. The community league council would consist of nine delegates. This directing council would then choose the regular quota of officers, who comprise the executive committee.

All matters of business and policy will be first discussed and planned by the executive committee and will then

be submitted to the council for approval or disapproval. If approved, each delegate returns to his or her organization and informs the membership of the action taken by the council and the part the several contributing organizations are to play.

The movement was started about 1910 in the East in rural districts to develop a community program through organizations already in existence. During the war it came into some prominence in rural districts and sometimes in cities. It has a fair spread in the Middle West in village and rural life.

An organization of this type furnishes a good means of developing a community activities program. As ordinarily developed, the league council has many interests. It is responsible for building community programs, recommending policies, and generally studying the needs of the community. The representation is very broad, including every type of organization and every shade of opinion.

The community league must be given a secondary position when compared with the parent-teacher association. While the community league is a valuable adjunct to the school under any conditions, its interests are wide and varied.

The community program includes every phase of group activity. The several contributing groups do not always concur in respect to all activities decided upon. This breadth of program range is a weakness in the public-school public relations program. The parent-teacher association has a homogeneity that is not possessed by the community league. Its members are first of all parents; their interests are centered around the child in his immediate environmental relationships, and

their efforts are constantly centered upon a single community problem, the public school.

The use of the community league, although it tends to be less effective than the parent-teacher association, is not to be slighted. It has the possibility of adding another strong link to the public relations organization chain and should be encouraged in larger centers as well as in rural districts. It appears to be most effective in the smaller rural communities.

Summary. The parent-teacher association furnishes the best organized single agency around which a public relations program may be developed. Every means of contact, visual, oral, and written, may be used in this connection. The schools, to progress, must educate the community to a point where it may intelligently appraise the classroom work. The parent-teacher organization furnishes the best single means for achieving this purpose.

SUGGESTED READINGS

Parent, Teacher and School, by M. E. Moore. The Macmillan Company, New York, 1925. Chapters II, III, IV, and V.

A good account of the possibilities of the parent-teacher movement.

School Publicity. Maryland School Bulletin, State Department of Education, Baltimore, Maryland, Vol. V, No. 3, November, 1923. Pp. 60–69.

Shows place of parent-teacher movement in the publicity program.

Recent Development of Parent-Teacher Associations, by Ellen C. Lombard, Bureau of Education Bulletin, 1923, No. 5.

Tells of the details of organization, its extent, and program.

Parent-Teacher Associations at Work, by Ellen C. Lombard. Bureau of Education Bulletin, 1925, No. 30.

A brief account of growth in membership of these associations, together with programs and work accomplished.

DISCUSSION PROBLEMS

1. List the factors that make the parent-teacher association one of the most important agencies in public relations.
2. Discuss Moore's program, adding to it any further developments you feel might profitably be made.
3. Discuss: "The parent-teacher association is another evidence of the American craze for organization. It is a fad that will soon pass out. Its value to the school program has been greatly overrated."
4. Why is it desirable to have the parent-teacher association affiliated with the state and national teacher organizations?
5. Describe the working of the parent-teacher association in your community.
6. If there is no existing organization of this character in your community, write out the plan of procedure you would follow to establish one.
7. Develop a year's program of work for your local parent-teacher association.
8. Discuss: "The school principal loses his chance for leadership if he does not head this (parent-teacher) organization."
9. Discuss: "The most effective type of leadership is that which quietly and through group coöperation moves steadily to achieve its objectives."
10. Give a remedy for the following situation: "The parent-teacher group in our community is a source of trouble. Teachers are at odds with parents. The parents are organized in three groups or cliques which do not coöperate. Every meeting ends in a fight."
11. List the beneficial results that the parent-teacher association has effected in your community.

CHAPTER XIV

SOCIAL CONTACTS

Man is a social animal who thrives best when allied or associated with the group. Social contacts are the means through which he is impressed and in turn impresses his individuality and personality upon the group. From the resultant interactions of the group upon the individual and the individual upon the group come social progress. Each is complementary to the other.

School men and women are not an exception to this general principle. Representing as they do the public schools, the most important social activity in a democratically organized body politic, they best interpret the needs and to the greatest degree exert constructive leadership when they maintain themselves closely to the group and feel constantly the public pulse.

Fifty years ago. The educator, unfortunately, has not always acted in accordance with this principle. Half a century ago the teacher, the supervisor, and the administrator moved with an aloofness to social contact and public opinion that was almost monastic in character. Stilted, formal dress, an artificial dignity, and an exaggerated pompousness marked the average public-school educator. Women teachers tried consciously to maintain a conservativeness of style that drew them apart from the group and made them live almost in a group of their own. Our educators were expected to affiliate with a church, but their general make-up and corresponding social behavior kept them in a sphere of

aloofness from general social activity even here that was extremely marked. They were spoken of respectfully and called "professor." Great wisdom was attributed to them, and in their presence the layman felt a vague uneasiness. They were not "practical," the language spoken by them was beyond the comprehension of the everyday man and woman. Their influence was quite limited because of this professional coat of armor in which they were incased.

The present. The present, when contrasted with the picture drawn above, is radically different. Nowadays it is difficult to tell the teacher or the administrator from other members of the social group. In dress they follow quite closely current styles, take part in social activities, and generally conduct themselves as members of the group. In social, professional, and commercial organizations they are respected, valued, and much-sought-for members. The average man has come to realize that the schoolman is after all a human being who is not only keen in his chosen profession but is also able to meet the business man upon his own ground. The young lady who enters the teaching profession no longer feels that she is cut off from the pursuit of her normal function—marriage. She no longer looks for respect, and possibly pity, but stands foursquare in her chosen field and occupies a not unenviable place in general social relations.

Change develops confidence. With this change has come a confidence in the teacher and the administrator that the previous generation never enjoyed, and it is questionable whether professional respect has not increased rather than diminished. It is true that, since this social evolution has taken place, and the public become better acquainted with the teacher, her work, and its social value,

the greatest material gains have been made by the profession. This coincidence is merely noted in passing.

General social and industrial change in our community life has been responsible for bringing about this new consideration of the schoolman by the public, but its real significance and values, from the standpoint of the schools, lie in the fact that upon this basis of social confidence it is now much easier to explain the school program than in the past. A proper capitalizing of these values in the future is an important link in the widening chain of a public relations program.

Social contacts essential. Social contacts by the educator play a big part in the measure of success enjoyed by the school program. In this as in other activities definite constructive leadership must be furnished by the executive. Every available member of the staff can be used in this phase of public relations, for the wider the number of individual contacts the greater the value in respect to individual support. The public is also interested in more of the staff than the superintendent alone, and the wise executive will push all of his associates to the front.

The vital importance of these contacts may be illustrated by a consideration of two cases that recently came under personal observation. Two cities, A and B, in State X, with a population of about 1,500 and with school systems of equal merit, had employed for 1924–25, superintendents of equal ability so far as could be judged from their preparation and the general impression they made. There the resemblance stopped. Superintendent A was able in social attainments as well as in the professional field. He became a factor in the community life and did a large amount of work for the school through this means. Superintendent B was a social

recluse. He could not make a speech, blushed when he met people, and gave to the casual observer the feeling that meeting people was the thing that bored him most. The school board invited him to join in civic activity and even planned to have him placed upon programs. He never appeared. His explanation was that if he did his school work well, the community could expect nothing more from him. The community gradually lost confidence in him and the school board reluctantly refused to reappoint him, despite his good professional work. His lack of social ability had so undermined his community standing that the school program was threatened. Superintendent A, on the other hand, was not only reappointed, but was given a substantial increase in salary.

These cases represent community judgment upon two executives of equal professional capacity, the factor of appraisal being social ability. In one, this resulted in community confidence; while the absence of this qualification in the second resulted negatively.

Large-city superintendents realize the value of social contacts to the degree that several of the most successful executives require that every member of their headquarters staff establish one or more contacts in certain specified quarters in order that complete communication may be maintained throughout the city. They realize the enormous values that accrue through personal relationships, values impossible through visual, oral, or written means of approach.

Contacts in small communities. In towns having a population of less than 5,000 there are three or four organized community activities in which the schools can be represented. The church is universal, and, whatever the individual feelings of the superintendent, this is the first and

most basic contact. It is true sometimes that bitter sectarian feeling in small towns results in struggles that may mean loss of position, but the church, nevertheless, represents one of the noblest social conceptions and aspirations and as an institution of such character demands full-hearted support of every individual. The union church movement in small towns, a distinct advance over sectarian competition, holds much for united community support.

No school system is too small for a parent-teacher association and this, like the church, opens a way for contacts by every member of the school organization. These two agencies are probably the most effective, but the numerous fraternal orders that form so large a part of American organized village and city life cannot be neglected. Affiliation with them is highly desirable and affords opportunity for unusual contacts. These three are the most important contacts in the small town.

Contacts in medium-sized cities. Contacts in cities ranging in size from 5,000 to 100,000 inhabitants furnish the three agencies noted above, church, parent-teacher groups, and fraternal orders, and in addition possess business men's luncheon clubs, such as the Rotary, Kiwanis, Exchange, Lions, and Kanopus, generally a Chamber of Commerce, women's clubs, and literary societies. Fraternal orders are more numerous than in the smaller communities, and offer a wide field. Regional improvement associations and business and semi-business organizations contain in membership the aggressive community leaders whose confidence and friendship mean much to the public schools.

As the number of activities increases, the size of the school staff also expands, making it possible to maintain

wider contacts without greater personal inconvenience than in the smaller community.

Contacts in larger cities. In larger cities life is more complicated, solidarity of interests more difficult to secure, and unanimity of opinion harder to develop. The field is wide, organizations are diverse in character and in interests, and the number of contact agents increases steadily. Where three agencies exist in towns with a population of 5,000 or less, there are probably from 300 to 1,000 different organizations in communities of over 100,000. Even the most enthusiastic "joiner" cannot hope to cover them all. The superintendent will probably cover in his activities through affiliation one church, one luncheon club, two social clubs, a community organization, a fraternal order, and the Chamber of Commerce. Assistant superintendents and other members of the headquarters staff will make the same series of contacts in closely related parallel fields. Principals will carry church, parent-teacher association, community club, a fraternal order, and possibly the Chamber of Commerce. Teachers, the majority of whom are women, will affiliate with the several churches according to sectarian preference, the local parent-teacher association, some woman's club, and possibly a social-service organization. If the policy of social contact is intelligently developed for the teachers, the principals, supervisors, and headquarters staff, the development of practically unbroken contacts is easily possible, without throwing an undue burden upon a single individual.

Social-contacts program. After social contacts are established and confidence developed as a result of acquaintance and kindred interests, the professional group may begin its activities in respect to the public relations

program. To do this every individual must be acquainted with the general policies of the school system and the facts in respect to all questions that may arise. In a large system education of the group will proceed through the house organ, and in smaller systems through direct contact of superintendent with teachers. The degree of success that will attend efforts to maintain and develop community contacts depends entirely upon the degree to which participants are intelligently informed upon the program.

Many of the serious attacks upon the public schools are generated through retailing some secondhand gossip. If the group has confidence in the individual representing the schools, such attacks can be killed in their inception by a plain statement of fact or by a proposal to investigate immediately the source of the criticism, determine the facts, and suspend judgment until the evidence is complete. Meeting criticism in this manner upon a purely impersonal basis is the best way of overcoming the objection.

Gossip and non-factual presentation travel quickly and gain momentum as they move. Unless checked at an early stage, they may assume avalanche proportions and not only endanger the existing administration but arouse serious doubt in respect to the entire school program. This is particularly true of conditions in the smaller communities, as many a superintendent has discovered to his cost.

The second phase of social contacts is the duty of the professional members to create constantly an interest in the schools and their work through discussion of current civic and national problems and their relation to the school program. In this work there is little opportunity

for rest, and those individuals will be most successful who make constant use of opportunity.

One of the contacts now most widely neglected, particularly in the larger centers, is that of organized labor. In general, organized labor favors the school program. Specifically, this group is frequently aligned against a

Towns under 5,000 population	Cities between 5,000 and 20,000 population	Cities between 20,000 and 100,000 population	Cities over 100,000 population
Church	Church	Church	Church
P-T Assn.	P-T Assn.	P-T Assn.	P-T Assn.
Fraternal Order	Fraternal Order	Variety of fraternal orders	Great variety of fraternal orders
	Luncheon Club	Luncheon clubs	Luncheon clubs
	Chamber of Commerce	Chamber of Commerce	Chamber of Commerce
		Woman's Club	Women's clubs
		Literary clubs	Literary clubs
			Social clubs
			Community clubs
			Improvement ass'ns
			City clubs
			Political clubs
			Social service clubs
			Labor organizations

Diagram 8. Some of the opportunities for social contacts in different sized communities

program because of lack of understanding. Vocational and technical schools, with their close contacts with the hand-occupation groups, form an easy medium of approach. Members of these specialized teaching corps understand the point of view of the hand laborer and can discuss school problems in terms of his experience and ability to comprehend where these contacts have been made. Organized labor is usually found to be aggressively in favor of the school program.

Summary. A basic confidence in the school programs arises from intimate knowledge of its personnel.

Such confidence can be developed through the establishment of social contacts through the community by the individuals on the professional staff. Every community, whatever its size, offers excellent means of establishing such contacts (Diagram 8, p. 194) through its organized group activities. The major types are religious, social, fraternal, educational, commercial, and political. Every member of the staff, from teachers to superintendent, has a definite responsibility in making such contacts and in presenting, and keeping constantly before the public through the personal medium of association, the program and aims of the schools. Social contacts are a potent factor in supplementing visual, oral, and written agencies in a public relations program.

DISCUSSION PROBLEMS

1. Discuss: "Social contacts are the basis of confidence."
2. Discuss: "It is unfair to ask the teacher to direct her personal social program to meet the needs of the school. If this service is required there should be extra compensation."
3. Draw up the program of social contacts now in use in your community. Show how it might be improved.
4. How would you establish contacts with the following groups: organized labor, a philatelic organization, community dramatic club, local historical association, the Elks, Better Government Club, Chamber of Commerce, women's clubs?
5. Discuss: "Social contacts should be limited to the executive. He is responsible and should get the credit. Using teachers and principals tends to complicate this problem unnecessarily."
6. Discuss: "The professional group should keep aloof from community organization. Only in this way is it possible to retain and develop the proper respect the community should feel for the profession. Contact tends to familiarity and cheapening."
7. Discuss: "The teacher has complained of social isolation. Here then is a chance to establish desirable social contacts with

various groups and to serve a worthy professional end. The teacher should welcome the opportunity."

8. Discuss the attitude of the professional group in organization activity.
9. Make a list of all the organized activities in your community.
10. Point out the essential differences between contacts in small and in large communities.
11. How does your community regard social participation by the teachers?
12. Point out how the teaching of a Sunday School class fits into the social-contacts program.

CHAPTER XV

THE SCHOOL BUILDING

The public-school building, like the church, should be the rallying point of the community. Both child and adult find here an expression of social force and achievement. Whether the school building is to mean much or little in the community life depends upon its program and upon the building itself.

Since time immemorial governments have attempted to translate their political achievement into brick and marble. Public buildings in all times have expressed achievement, whether personal or group, in mute but eloquent monuments destined to last for the ages. In ancient Babylonia, in Assyria, Egypt, Greece, Rome, and in modern civilization this desire to express the spirit of the times has played an important part in governmental policy and achievement.

The United States has not been behind the general trend in this respect. From the impressive monumental public buildings of our national capital to the varied but stately creations of the individual states, this has been true. The tendency has not stopped here, but in cities as well the public buildings have been expensively erected to symbolize to the people the activities they contain.

With certain rather prominent exceptions the tendency has not been followed with respect to school buildings. In this great social activity lack of appreciation and foresight, and a certain shortsighted policy, have resulted in a standard of school architecture in which the nation can

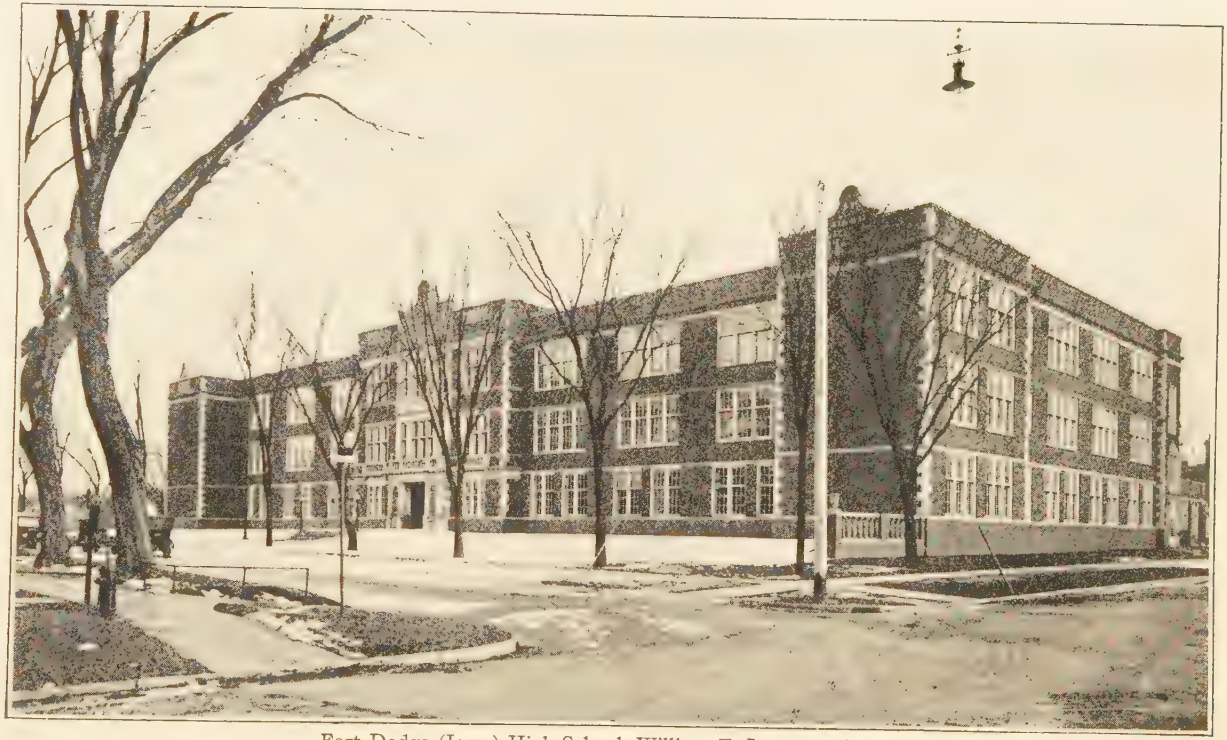
The Poe School (Detroit), Malcomson & Higginbotham, architects

take little pride. In almost every city people are impressed by many of the public buildings but few, save the interested members of the profession, turn twice to study the average school building.

In general, in so far as our social communities have permitted the erection of meaningless and rather ugly structures as schoolhouses, they have seriously neglected the opportunity to permit the building to express its true characteristics and serve incidentally as a means of developing community and individual taste.

Function of schoolhouse. The function of the schoolhouse is to express through stone, brick, and mortar the ideals, inspiration, and work of the schools. To the extent that it reflects these ideals it is a mute but eloquent agency in holding constantly before the community evidence of their cooperative effort. It must therefore conform to translation of these ideals into the concrete terms of (1) usefulness; (2) beauty; (3) simplicity; (4) inspiration; (5) aspiration, and (6) harmony with its surroundings. Whether in tenement districts or near the homes of the economically well-to-do, the schoolhouse that meets these standards sets a goal for which the group will unconsciously strive. The direct effect upon the children of pleasant surroundings is of an immediate educational value that cannot be underestimated. The child will unconsciously work to better advantage in a beautiful building, surrounded by fine pictures and plastic art, looking out upon lovely trees, shrubs, and flowers. He feels toward these matters a sense of pride, and will strive to live up to his environment.

Architects and superintendents are responsible. While in the last analysis the community must be responsible for its permanent expressions, yet the architects and



Fort Dodge (Iowa) High School, William T. Ittner, architect

superintendents are also guilty if, from a sense of being followers rathers than leaders, they fail in their duty to educate the people. Few superintendents possess even rudimentary training in design and in beauty of form. This important cultural phase of their equipment has been seriously neglected. In the professional field of building there are also many poorly equipped individuals who are draftsmen and business men rather than architects. With them anything goes, so long as it is possible to get business. Bright colors and painted trees hide faulty design and tend to make the whole appear attractive. A few of the nationally known designers of school buildings have seriously attempted to make these structures real architectural productions.[1]

Architecture. Before proceeding to discuss present conditions and tendencies in schoolhouse building it is essential to have some understanding of what is meant by the term "architecture." There are many definitions, expressing the diverse viewpoints of many individuals. Ruskin felt that "architecture is the art which so disposes and adorns the edifices raised by man, that the sight of them may contribute to his mental health, power, and pleasure." Madame de Stael translated architecture as "frozen music," and Sady Morgan, from the English viewpoint, in describing it said: "Architecture is the printing press of all ages, and gives a history of the state of society in which it was erected, from the cromlechs of the Druids to the toy shops of bad taste."

These views have in common the feeling that architecture is the attempt of man to give permanent expression to the feelings and aspirations of any age. If this is

[1]Among the better known are Malcomson and Higginbotham, Smith, Hinchman, and Grylls of Detroit; R. M. Milligan and William T. Ittner of St. Louis, Garber and Woodward of Cincinnati, and Frank Irving Cooper of Boston.

The Roosevelt group of schools. Detroit

true, architecture to be real and honest must express clearly and definitely the thought of the times as well as express the true purpose of the building. What may be good architecture for a bank, a factory, or a museum, would be the reverse if adapted to the school.

School buildings must express the use to which the buildings are put and to determine that use we must define education. The function of public education in a democracy has been well stated as follows: "Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends." If the aims of public education are translated into Ruskin, the school building must meet these tests: "The high and ennobling art of architecture is that of giving to buildings, whose parts are determined by necessity, such forms and colors as shall delight the mind. . . . The nobility of each building depends on its special fitness for its own purposes." Or further, "We require from buildings, as from men, two kinds of goodness: first, the doing their practical duty well; then, that they be graceful and pleasing in doing it."

The American school building. The American schoolhouse, evolved from our meaning of education and in conformity with the best thought in architectural achievement, should stand rather definitely for six things. It must first of all be useful, or serve truly its fundamental purpose to facilitate instruction; it must be built primarily around the needs of the child as expressed through the curriculum. The ideals of education demand, second, that the schoolhouse be inspirational in form and in general impression. From this second qualification the third

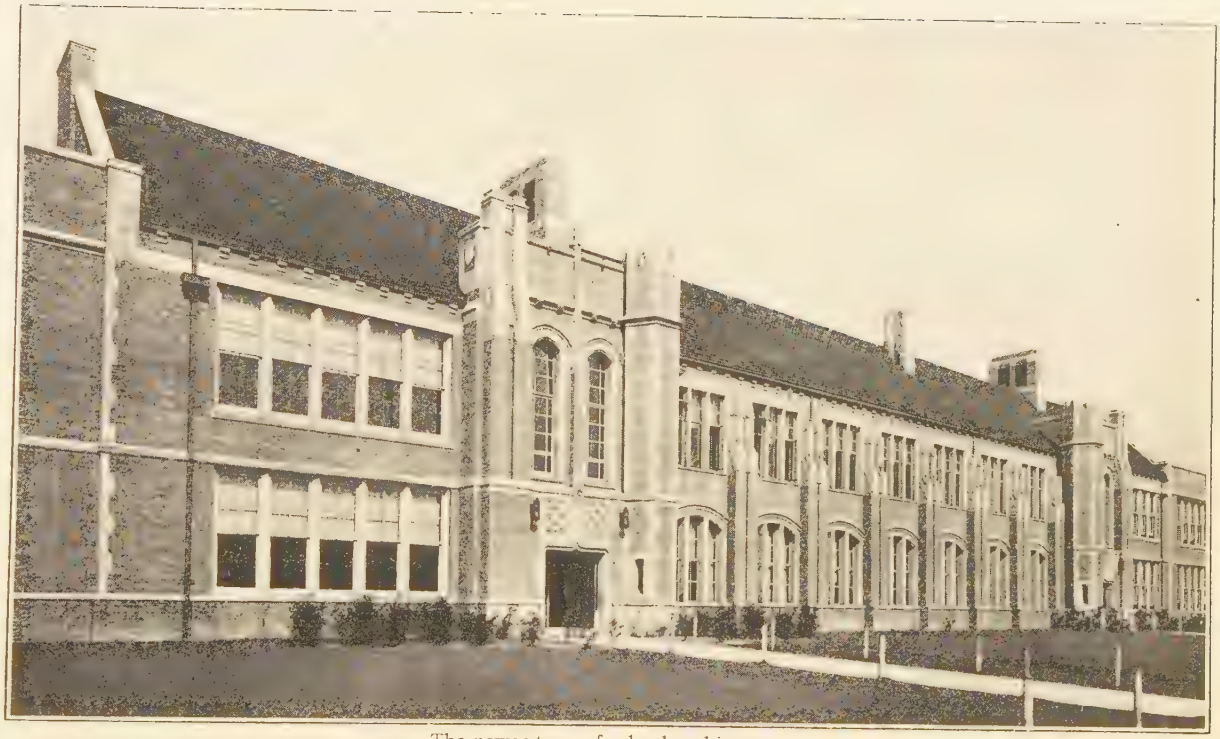
The Goliad School (Galveston, Texas), William T. Ittner, architect

follows naturally: it must express aspiration. To inspire and to express aspiration, the school building should be beautiful and, since the highest expression of pure beauty is simplicity, this fifth characteristic will reflect the spirit of democracy. Harmony with itself and its surroundings is the sixth essential. Usefulness, inspiration, aspiration, beauty, simplicity, and harmony should be the determining factors in schoolhouse construction if the American school is to fulfill its basic functions of educating children and adults and leaving the imprint of its basic idealism upon the community.

Schoolhouse architectural forms. In the development of the better examples of American public school architecture six dominant forms may be found, with a seventh as yet rather incoherent and vague. These may be classified as American Colonial, the Georgian, the Classic, the Spanish, the Dutch-German, and the Gothic. The seventh form is a still crude expression of the industrial character of the times, a purely utilitarian type, devoid of beauty and inspiration, resembling nothing so much as a power plant for the generation of physical energy.

Background. For the background of these developments we have our rather composite national origin. The Georgian represents English influence. Since this was the dominant early influence, the only[1] true American type developed, the colonial, closely resembles its English prototype. The classic adaptations follow the spirit of the young republic which was seeking self-expression, and go back to the Greek, as did other countries affected by republican thought. The products of the French Revolution in buildings, dress, and furnishings were distinctly

[1]Many hold that the modern office building, the "skyscraper," is the only true American form. To this should be added the colonial in domestic and public building.



The newer tvpe of school architecture

Greek, with a shift to the Roman under the imperialism of Napoleon.

In the South and Southwest the Spanish influence has left permanent traces upon the country, and this type was basically adaptable to the sunshine of our southern and southwestern states. The Dutch in New York and in Pennsylvania, together with further west Germanic migration, has given us a modification of the pleasing Nuremburg and Holland type, omitting, for which we may be thankful, the crass ugliness of the modern German, expressive only of massive physical power.

Many of the adaptations of foreign orders have resulted in buildings that function well and express the complementary characteristics, but are not a true expression of the American spirit. Their rather slavish imitation has given us a product that is not really American in its expression.

Present possibilities. The average American schoolhouse is characterized by its almost complete absence of architecture according to our earlier definition. For these there is but one hope. Since the most beautiful structure reared by man can be improved by coöperating with nature, it is possible through artistic landscaping to improve present structures greatly by offsetting their lack of beauty with trees, shrubs, flowers, and grass. If school boards cannot find the funds[1] for the beautification of building and grounds, this might be undertaken as a community project. It will furnish an excellent objective around which the parent-teacher association may rally. Good planting need not be very expensive. Careful planning and selection, together with post-planting care, are the chief essentials. Cincinnati and Detroit have proved that poor design can be successfully treated.

[1]Detroit, St. Louis, and Cincinnati consider landscaping just as essential as the building, and plan the two as an integral development.

The older type of school architecture

In future building the community and school board should be educated to the value of beauty in building and harmony with surroundings.

Develop interiors. The attractiveness of the interior of school buildings can be greatly enhanced by proper color treatment, by good pictures, and by statuary. Interior beautification is an integral part of Cincinnati and Buffalo's building plan. This again may be developed as a community or school project, if public funds are not forthcoming. Possibly the children and parents will appreciate their surroundings more if they have been improved through their own efforts. The school board should in any event adopt a policy of active coöperation.

Summary. The direct influence of the school building in the constant molding of public opinion in respect both to the work and the ideals of the schools cannot be ignored in the development of a public relations program. Its ultimate value in this respect depends upon to what degree it expresses the six fundamentals of schoolhouse planning. Since true architecture is the attempt to express in permanent form the character and ideals of the age, the best school architecture will be that form which expresses most faithfully in stone or brick the work of the public schools. In the education of the public to a higher level of taste and appreciation of real architecture the responsibility for leadership rests with both the superintendent and the architect.

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High School Buildings, compiled by William Bruce of the Bruce Publishing Company, Milwaukee, Wis.

DISCUSSION PROBLEMS

1. What should the American schoolhouse express to the community?
2. Point out the values that may accrue to the community through the presence of a well designed, attractively planned, and landscaped building.
3. How far do the school buildings in your community meet the six characteristics of a good building?
4. How could they be improved?
5. Are beauty and usefulness in a school building incompatible?
6. Discuss: "What we want are plain, well built schools, no fads, no doodaddles. Why should we spend money on cut stone and fancy trimmings? It is not fair to the taxpayer."
7. How would you convince your board of education of the value of a well designed school building?
8. What responsibility has the superintendent in your community in the development of buildings?
9. What is the great weakness of our school interiors?
10. How could the interiors in your community be improved?
11. Discuss: "If teachers want trimmings and pictures they should buy them. The public wants all of its money used for education, not frills."
12. Discuss: "The educational value of interior and exterior (landscaping) ornament is increased if the children themselves see its value and, through group activity (entertainment, music, etc.), earn such ornament."

CHAPTER XVI

PROGRAMS

The location and analysis of the problem of public-school relations should be followed by suggestive programs. After the executive has thoroughly familiarized himself with the needs and the technique involved he is interested in how to organize these so that they may be of the greatest value in keeping the public thoroughly informed of the purpose, condition, and needs of the public schools.

One problem. In general the public relations problem is the same in the small as in the large community. As a community increases in size the various population groups become more diverse and the economic groups more highly specialized. The difference between the small-town and the large-city program lies in the number of agents and agencies involved. Where in the small district a single man is responsible, hundreds may divide this burden in metropolitan centers. Where a single type of publicity is broadcast in the village, specialized appeal must be made in cities. In the succeeding pages suggestive programs for small, medium, and large centers will be presented in outline form. (Diagrams 9, 10, and 11, pp. 212, 213, and 214.)

The small-city program. In the small city the superintendent is completely responsible for the public relations program. If it is large enough, he may possess aides in the elementary and high-school principals. The teachers form a valuable group of agents, but it is the executive in

this case who must plan and execute the program. While this adds to his already difficult position, it must be remem-

Cities under 5,000 population	Cities 5,000 to 50,000 population	Cities 50,000 to 100,000 population	Large Cities
		Director of Public Relations	Director of Public Relations
	Principal	Principals	Principals
Operating Employes	Operating Employes	Operating Employes	Operating Employes
School Board	School Board	School Board	School Board
Superintendent	Superintendent	Superintendent	Superintendent
Teachers	Teachers	Teachers	Teachers
Parent-Teacher	Parent-Teacher	Parent-Teacher	Parent-Teacher
	Supervisor	Supervisors	Supervisors
		Assistant Superintendents	Assistant Superintendents

Diagram 9. Agents involved in the public relations program in different sized cities

bered that the volume of his problems is in proportion to the size of the community.

School board the first problem. The first phase of the program to be considered is the board of education. Since the average tenure of small-town superintendents is brief, the board problem is one that is practically continuous. The executive must secure the confidence of the board members through personal, professional, and social contacts. He must familiarize himself with community thought, habits, and prejudices. After the preliminary stage has been developed he may proceed to educate the board members to the modern philosophy of education, its background, aims, and results. This will lead to the importance of the problem of public relations from its social and legal implications. Once the board has been convinced of the value of keeping the people informed, it can direct him, as executive, to carry out the essential program.

The next step is to keep the board informed. Factual information[1] should be constantly presented to the board at its own level of comprehension.

The teachers. The second problem is to convince the teachers of their professional obligations in respect to public relations. Since the best possible agent is the character of the school and the quality of the work, it is well to see that the house is in order before displaying it to the public. The place of the teacher in an informational program must be carefully but forcibly brought home, and the cooperation of the teachers secured. Such a program[2] must be developed in a small community chiefly through personal contact, example, and speeches. The necessity for participation in community life, the

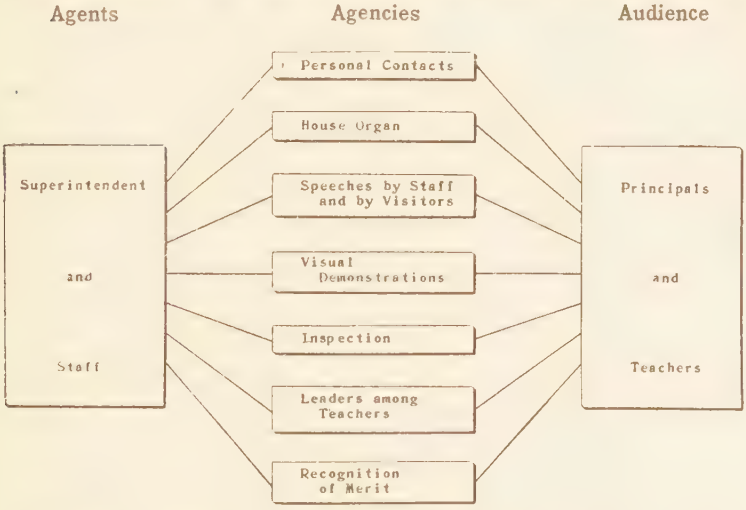


Diagram 10. Agencies involved in keeping principals and teachers informed

importance of social contacts, coöperation with the home through the parent-teacher association, and the careful

[1]See Chapter III.

[2]See Diagram 10.

use of the school paper can all be developed through these media.

The public. The third problem is to bring parents and the general public into such close relationship to the school that it will become one of their vital interests, and that they will be well informed regarding school conditions. This is essential, for unless the public is in sympathy with

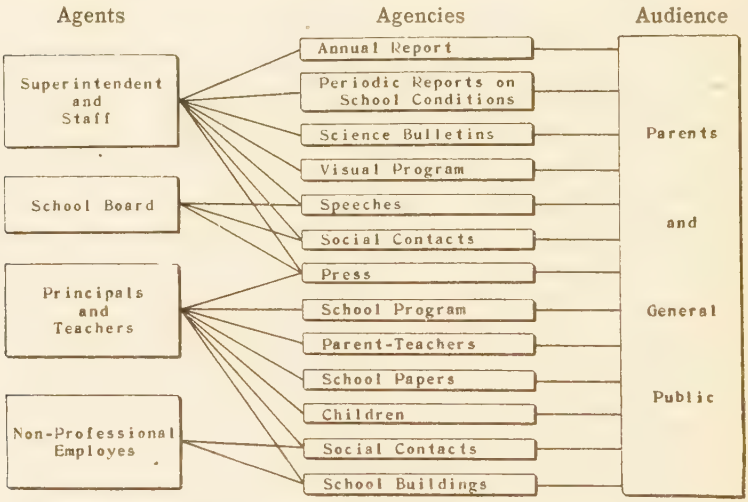


Diagram 11. Agents and agencies involved in keeping parents and general public informed

the school program it will be unwilling to vote the funds necessary for carrying on the work properly. If the public has a real understanding of the work of the schools, the annual development of the financial program will be facilitated.

The means by which the superintendent of the small town may make public contact are varied. The oral method, supplemented by social contacts, is the most general. Use of the press, school programs, commencement,

the school paper, the school as a community center, the children, and community participation by the school are all effective agencies and must be used to secure the best results. In most of these the school board, teachers, and janitors can be of great assistance, but the degree of effectiveness depends upon the character of leadership exercised by the superintendent.

In setting up the program it is advisable for the executive first to work out a practical plan in which his objectives, methods, and agents are clearly set forth. At the end of a year the results may be carefully studied and appraised, and the program amended for use the succeeding year.

The program of the medium-sized city. The programs suggested for the medium-sized cities include population groups of from 10,000 to 100,000. At the lower end of this group, except for the addition of elementary and high-school principal, the superintendent must be the responsible agent as indicated in the small city. In the cities of from 25,000 to 50,000 population the executive can secure the part-time services of a public relations specialist; in the upper division of this group a full-time specialist may be employed. The problem is the same as in smaller centers: the education of the school board, the development of policy, the training of the teachers, and the organized appeal to the public. Some agencies are possible here that would not be feasible in the first group.

School board. There is no difference in the technique of educating the board of education. The information concerning the schools will be greater in volume, and more care will be required in its organization and presentation.[1] On the other hand, the executive will have at his

[1] See Chapter III.

disposal more clerical and professional aid to meet this volume increase.

Teachers. In addition to personal contacts with teachers, through superintendent, supervisor, and principal, in cities having a population of more than 20,000 the printed house organ is the best medium for keeping executive and teachers in close relationship. This publication need not be pretentious or expensive, but it can be made effective at comparatively little cost.[1] Coöperation by the teachers themselves will relieve headquarters staff of much of the work and make the publication more valuable.

Demonstration, both instructional and of the work of public relations in individual schools, can be employed effectively. Recognition of meritorious work in this field will stimulate other members of the school organization to activity. Competition here, as in other activities, is leavening. In addition to oral presentation by the superintendent and staff members it is good economy from time to time to bring in well-known leaders in the field of education to arouse and stimulate the teacher group.

The public. The public in this group of cities is becoming more highly organized. There are more business organizations, fraternal orders, and social groups than in the smaller centers. There are also more available agents in the schools to meet the increase in size. Social contacts, oral presentation, use of the press, school programs, school papers, commencement, the parent-teacher organizations, the extended use of the school plant, and the children can be more intensively employed than in the small city.

In addition, the service bulletin may be used in some form to increase home contacts. The non-professional

[1] See Highland Park (Mich.) Bulletin or the form employed by *Public Service* (New York).

employees are greater in number and possess opportunity for many contacts. Visual information can be disseminated and community participation invited. Periodic special reports on school conditions can be inexpensively produced.

In the middle and upper end of this group the superintendent can be relieved of anxiety over detail and execution by delegating the program to his specialist in this field. The superintendent will probably take a very active part in the program, but will be relieved of much of the detail.

Program in large cities. There is no difference in the problem of keeping the board informed of educational conditions in the large city. Greater volume of information may be offset by better technique of presentation. The executive staff is now large enough to permit full-time specialists in administration, supervision, operation, finance, child-accounting, public relations, personnel, and research. The executive has become to a large extent a coördinating officer who, while fully conversant with details, spends most of his time in consideration of policy upon the basis of fact appraisal. He and his staff study, discuss, and evaluate the research data furnished and shape their policy to accord with the fact findings. A large part of the superintendent's time is spent in appearing as the headline agent in public relations. Through oral and written media he is constantly engaged in keeping board, teachers, and public fully informed. In case the board of education is legally responsible in a financial way to the city mayor, council, or commission, the executive also acts as the *liaison* officer between the two bodies.

Teachers. The problem of developing and maintaining professional morale and having every teacher actively

play a responsible part is greatly complicated by the size of the city. Theoretically, the increased number of principals should not make this task very difficult. In practice, the variations in administrative personnel, many grown old in service and mentally set to methods now obsolete, make the task of teacher education exceedingly difficult. Every available agent and agency must be employed to overcome the static conditions. Superintendent, headquarters staff, supervisor, and principal must each in his own field be definitely responsible for part of the public relations program.

Inspirational meetings, the house organ, speeches, demonstrations, inspection, definite provision for recognition of meritorious service, visual programs, and section meetings must all be employed to develop this phase of the program. In addition specially gifted teachers may be selected and so placed that their efforts will result in a general stimulation of others in their neighborhood.

Professional vs. personal loyalty. Most executives still feel that the way to stimulate and elevate the teaching staff is through the development of a personal loyalty, the reaction of the professional group to dynamic personal leadership. In a large organization nothing is so futile as the personal leadership-loyalty idea. What the teacher wants more than anything else is fairness and justice, recognition of meritorious service, and a reasonable voice in professional procedure. Her loyalty should be to the profession and to the ideals for which the profession stands. In so far as the executive expresses these ideals, and is fair and just, he need not be worried about "personal loyalty." If he does not stand for the very highest in the profession, it is a tribute to the intelligence of the group that the members show their disapproval. Many an

executive would hesitate in certain acts if he felt the conscious professional appraisal of the teacher group upon him.

Instead of worrying about personal loyalty it were better for the executive to provide proper means of recognizing meritorious service. Due to individual prejudice and petty jealousy in large school organizations, many excellent suggestions by teachers are killed before they leave the principal. Many others are slightly changed so that credit goes to the bureau or division heads rather than to the responsible individual. A system whereby merit will be actively and fairly recognized, and expressed in tangible rewards, will result in greater effort, and professional loyalty is worth more than a thousand sermons on personal loyalty. Large corporations have long since abandoned the personal-loyalty theory for the merit practice. Public endeavor has been slow to follow successful commercial practice.

The knowledge and technique essential to the teachers and principals in the public relations program should be prepared by the director of public relations and developed with the teachers in section meetings. For the development of technique and information the specialist in public relations is responsible, but for stimulation and inspiration, the superintendent must qualify.

The public. The public in a large city is highly specialized and organized. The only common ground upon which most of the people meet is the welfare of the child. While the same agencies are employed as in smaller cities, there is more diversity in the method of approach. The problem of keeping a metropolitan public informed must be analyzed and the program developed by the specialist.

The complexity of public organization may be seen from merely a casual study. The religious and social divisions present many diverse organizations, each with a different point of approach to the problem. From an economic standpoint there are the medical, legal, and dental groups, the various business organizations, the neighborhood organizations, and others. The groups are so large that publicity can be pointed for the needs of each group. Such procedure would mean more work for the editor, but it might secure better results than by using the broadcast or shotgun method.

The annual report and the house organ may be used effectively with the professional groups. The service bulletin can cover the entire community of parents; social contacts, by using many agents, are possible on every level and in every quarter. School programs, commencements, visiting days, and exhibitions are effective agencies through which parents can be brought into direct contact with the schools.

The impression created by the school buildings and their grounds can become a very effective impersonal agent. Children, carrying home active impressions, make it possible for parents to use more than the quota of time that the average man or woman has for keeping informed.

In the larger cities there is generally at least one radio broadcasting station, which presents daily programs to the public. It is easily possible once a week to secure five or ten minutes upon these programs for broadcasting the work of the schools. Since these broadcasting stations are generally operated by a newspaper, double effect may be secured by having the article printed in the issue following the broadcasting. Radio speeches may

be alternated with the school band, orchestra, or chorus. Music is one of the most effective community appeals.

State program. The state department of education or public instruction has a peculiar problem in the field of public relations. It must maintain contact with the

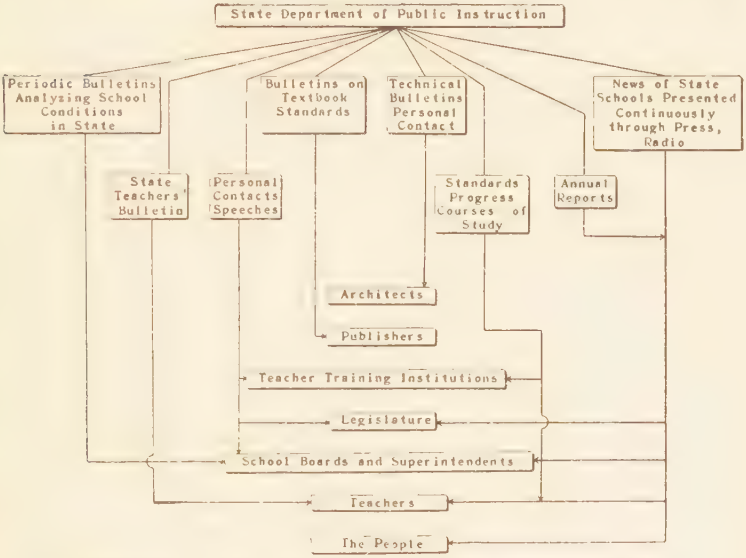


Diagram 12. Public relations program of the state department

general public, the teachers, school boards and executives, the legislature, teacher-training institutions, publishers, and architects. There should be in every state department an editorial specialist whose function would be the development of public relations in addition to the routine editorial work. Contacts with the people and teachers are general in their scope. They may be satisfied through continuous stories in the daily and weekly press and through use of the radio. Both these agencies will reach teachers and school boards as well, but should be pointed directly to the public.

The best single means of contact with teachers is through their own publication—the state association bulletin. Many state departments are now taking advantage of this fact.

The school board and superintendent contact may be secured through the periodic publication of bulletins analyzing school conditions[1] in the state, interpreting the law, and generally stimulating the school organizations professionally. These media, together with the press and personal contacts, will serve to reach members of the state legislative body and teacher-training institutions.

The special contacts to be maintained with textbook publishers and architects can be accomplished through personal contacts and the development of specialized bulletins in their particular field.

The state department cannot afford to neglect any of these sources or any section of its audience if it hopes to carry the state with its program over a period of time.

Summary. In summarizing the suggested programs in cities of different size, they may be considered in generalized form from the standpoint of purpose, the agents and agencies involved in carrying out the purpose, and the audience to which the material is directed. From this summarized chart (p. 223), an executive may develop a program to fit the needs of his particular community. In the beginning the simplest program is suggested. As the work proceeds other agents and agencies may be added until the program is complete. Rushing from nothing into a complete program may result disastrously. It is much better practice to build slowly, well, continuously, than to fail because of undertakings that are too ambitious.

[1]See *Child Accounting*, by A. B. Moehlman. Chapters IV, XIII.

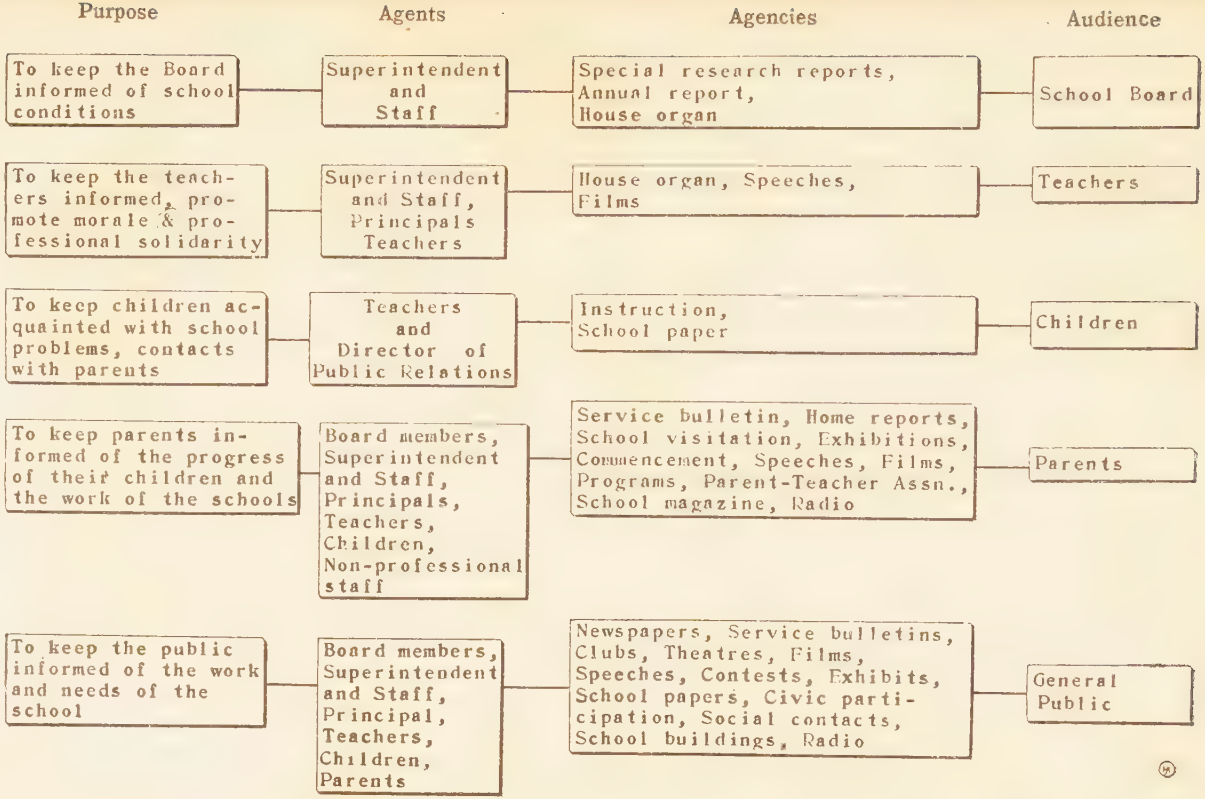

Purpose
Agents
Agencies
Audience
To keep the Board informed of school conditions
Superintendent and Staff
Special research reports, Annual report, House organ
School Board
To keep the teachers informed, promote morale & professional solidarity
Superintendent and Staff, Principals Teachers
House organ, Speeches, Films
Teachers
To keep children acquainted with school problems, contacts with parents
Teachers and Director of Public Relations
Instruction, School paper
Children
To keep parents informed of the progress of their children and the work of the schools
Board members, Superintendent and Staff, Principals, Teachers, Children, Non-professional staff
Service bulletin, Home reports, School visitation, Exhibitions, Commencement, Speeches, Films, Programs, Parent-Teacher Assn., School magazine, Radio
Parents
To keep the public informed of the work and needs of the school
Board members, Superintendent and Staff, Principal, Teachers, Children, Parents
Newspapers, Service bulletins, Clubs, Theatres, Films, Speeches, Contests, Exhibits, School papers, Civic participation, Social contacts, School buildings, Radio
General Public

Diagram 13. Agents and agencies in a complete public relations program

SUGGESTED READINGS

Non-Newspaper Possibilities in Continuous Publicity, by Harlan C. Koch. Educational Research Bulletin, Ohio State University, Vol. IV, No. 11, May 27, 1925. Pp. 233–38.

An excellent enumeration of pupil, teacher, and school activities in continuous publicity.

Publicity and the Public Schools, by Clyde R. Miller and Fred Charles. Houghton Mifflin Company, New York, 1924. Chapter XIII.

Presentation of some features of a constructive publicity program.

Publicity Campaigns for Better School Support, by Carter Alexander and W. W. Theisen. World Book Company, New York, 1921. Chapter IV.

A good account of avenues and instruments of approach in planning programs. Although the emphasis here is placed upon specialized programs, much of the information can be used in continuous public information.

A Coöperative Study of School Publicity, by R. R. Stevenson, Educational Research Bulletin, Ohio State University, Vol. III, No. 8, April, 1924. Pp. 167–78.

An excellent study of how publicity results are secured in special and continuous campaigns by a group of cities.

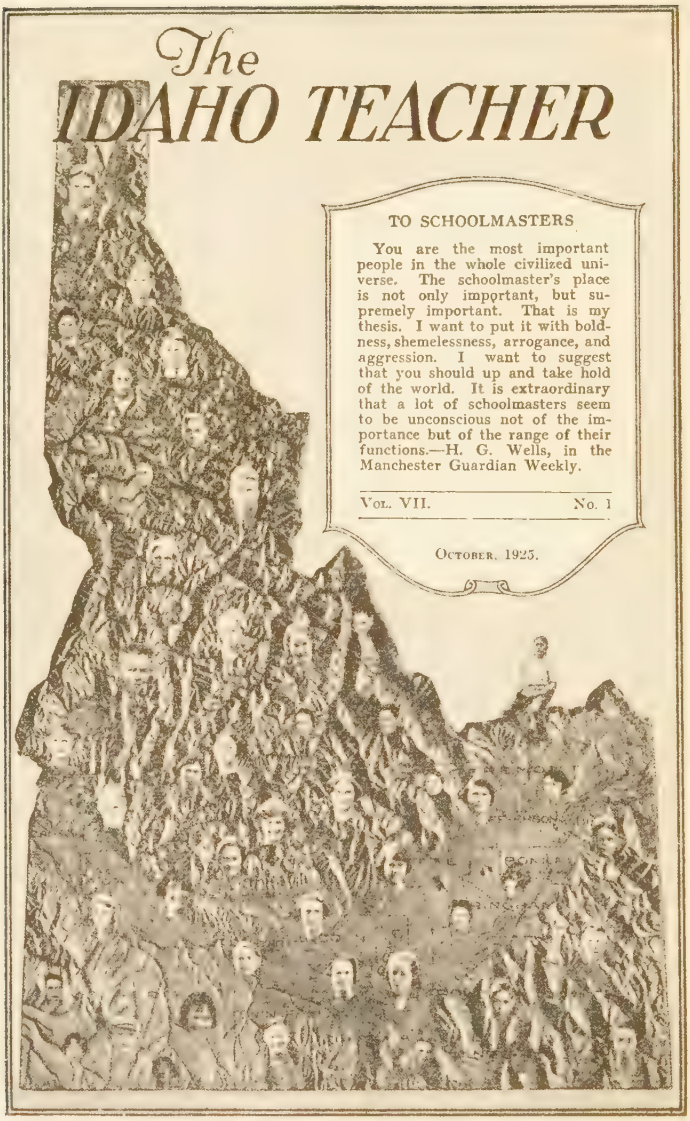
DISCUSSION PROBLEMS

1. Analyze the public relations program in your own community.
2. What is the essential difference in the programs of different sized communities?
3. Plan a program through which you would secure the active coöperation and participation of the teacher.
4. If a limitation of choice were necessary, what agencies would you select for your local program?
5. Prepare a plan of operation by which you would educate school board members to their responsibility for public relations.
6. Prepare a plan to secure the active participation of the non-professional employees in public relations.
7. Discuss the problem of professional *vs.* personal loyalty.
8. Prepare a complete plan for a public relations program in your community.

PART IV. APPRAISAL

After making the plan and putting it into execution, it is well to stop and consider the effects to see how far the results of the plan agree with the objectives. The judging of the plan upon objective evidence we call "appraisal."

The appraisal activity is not new. It is as old as the human race. Since the execution of a plan must inevitably be followed by a judgment upon its results, the fact to receive consideration is not so much the act of appraisal itself as the basis upon which such an appraisal is to be made. The purpose of the scientific movement in education has been to develop an objective scale of measurement and to substitute impersonal factual evidence for judgments based upon subjective or emotional grounds. In the succeeding chapter an attempt is made to point out simple methods by which it will be possible to examine objectively the results of a public relations program.


The
IDAHO TEACHER
TO SCHOOLMASTERS
You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shemelessness, arrogance, and aggression. I want to suggest that you should up and take hold of the world. It is extraordinary that a lot of schoolmasters seem to be unconscious not of the importance but of the range of their functions.—H. G. Wells, in the Manchester Guardian Weekly.
VOL. VII. No. 1
OCTOBER, 1925.

Title page of the Idaho monthly teachers' magazine

CHAPTER XVII

APPRAISAL

In any activity, private or public, there are three distinct steps. First of all a need for certain things or a certain action is felt. To meet this need a plan of procedure is developed. When this plan has been perfected from its theoretical aspect until it meets with the satisfaction of the individuals involved, it is put into practice. After it has been given a trial the third step is research, to collect facts or results upon which to judge the plan, to determine its success, both qualitatively and quantitatively. Modifications are made in the light of this judgment, and the modified plan is then tried in practice. These three complementary steps, planning, executing, and appraising, are the trinity that form the cycle of progress.

Appraisal in private and in most public activity is largely the result of emotional reactions. The need today in the field of public-school administration is for appraisal developed upon a scientific basis in which objective facts are used to determine results rather than personal bias and prejudice. Administrative research attempts to carry into the field of executive activity the same attitudes of scientific inquiry that have marked the development of instructional research. In this chapter an attempt will be made to develop a technique for appraisal purposes that, while still rude and embryonic, attempts to create a point of view in judging the effects of a public-school relations program.

Appraisal function old. The appraisal function has been in existence, consciously or unconsciously, since earliest history. In the traditional story of creation[1] we read, "And God saw everything that he had made, and behold, *it was* very good. . . . " Here the Deity looked consciously upon his finished product, judged it upon visual fact, and decided that "*it was* very good," and the plan of creation was allowed to develop. Later, he again judged the plan and found that its execution was not good, and he modified his plan,[2] saving as the only part of the original plan Noah and the traditional animals.

A man buys a suit of clothes and surveys himself in the mirror. He studies the general results as they are reflected to him, and appraises them. If his appraisal is positive, he buys the suit. If not, more effort is demanded of the clerk. Even if the individual buys without appraisal, let us say, a wide-checked suit, his associates appraise him. The most complete and frank outside appraisal will probably come from his wife. Other friends will tend to soften their judgment.

In the field of political government the constitution definitely places the appraisal power in the hands of the people, and the instrument through which they exercise this power is the ballot. Research, in its cruder form, is furnished by the press, an extra-legal agency, and from these press facts, plus their interpretation, the people form their opinion and react on election day. While the appraisal function in government is inadequately recognized, and reports and surveys are left to extra-legal agencies, the function is nevertheless consciously existent and must be recognized in any clear-cut analysis of functional activity.

[1] Genesis, i, 31. [2] Genesis, vi, 6.

Appraisal essential. Appraisal is essential in every line of human activity. Few will deny this. But differences of opinion do arise in respect to the instruments of appraisal to be used. In the last analysis these differences simmer down to two points of view. The first favors appraisal upon the basis of emotional reaction to feeling, and the second, the attitude of science, is that judgment must be made on the interpretation of objective facts.

Carrying appraisal into the field of education, the scientific viewpoint contends that appraisal can be made successfully only when objective facts have been impersonally and impartially collected, arranged, and analyzed in terms of conditions.

Appraisal in education. In the field of public-education relations it is essential not only to make a program and place it in effect but to appraise the results upon the basis of factual conditions. To make and develop a program and then declare it to be "good" is assumption of omnipotence that none of us possess. To make and develop a program and then stop, without consideration of its immediate and ultimate results, is to assume the traditional attitude of the ostrich.

The trinity of progress is planning, executing, appraisal, and the three are so complementary in character that the absence or neglect of a single one must result in inefficiency, waste, and lack of progress.

Appraisal technique. Standardized techniques are available for appraisal in the field of instruction. Since 1909 objective tests have been developed to the point where they can be used with a large measure of confidence. The survey movement, however, has not resulted in media upon which to judge executive action. It was not until

1921 that the formal definitions[1] of function were developed and adopted.

In the field of public-education relations there is now no standard or series of standards by which to judge the results of such programs. Appraisal work must, therefore, proceed upon an experimental basis. Tentative standards may be developed from experience, used, and then modified upon the basis of experimentation until the media are completely and satisfactorily standardized upon an objective basis.

Suggested technique. In presenting means and methods by which a public-education relations program may be factually judged, it must be borne in mind that the standards set and the methods suggested are only tentative. A large amount of carefully controlled research must be made in this field before any exact standards can be established. This condition does not, however, mitigate against the use of the suggested methods, since it is only through trial and use of a selected plan that progress can be achieved.

The greatest difficulty in the immediate development of a standardized technique is the presence of so many uncontrolled variables. As study and research proceed, these variables will be gradually isolated or controlled and valid objective data thus secured.

The methods suggested and appraisal forms developed here are the result of rough experimental appraisal with a large city public relations program, covering a period of eight years, from its inception to a fairly complete development. They will probably prove helpful to any superintendent or school board and can be of great service if their experimental character is fully understood.

[1] Revised report of Bureau of Education.

Appraisal of mechanics. Appraisal of the mechanics or means through which the public relations program is developed may be accomplished at present. For this purpose it is essential to develop a standard against which the agency can be judged. Suggested standards are based more or less upon general impressions, observations, and individual questioning, with some elements assumed as good through a study of press activities. Extensive and intensive research along these lines will ultimately result in more exact and more objective standards.

Out of eight years of experience, supplemented by careful observation and critical analysis, it has been possible to develop mechanical appraisal forms for the major agencies. In building these appraisal forms the score has been arranged in terms of 100 points upon a five-point scale. These point values are: very poor, 50 or less; poor, 51–70; fair, 71–80; good, 81–90; excellent, 91–100. These point values are, of course, relative and should be considered from this standpoint.

Annual report appraisal. In developing standards for appraising the annual report two factors must be considered and weighed. These are purpose and audience. The purpose of the report is archival and a survey of current activities. It furnishes a permanent record of achievement over a yearly period. The audience is limited to teachers, a selected group of citizens, and schools and colleges of education. Appraisal must be considered from the standpoint of how well the report interprets its purpose. Considering the diversity of the audience, a good way to initiate this appraisal would be to develop a standard of judgment.

In judging the annual report nine divisions have been considered essential. These include function, composition,

illustration, mechanics, statistics, size, type, paper, and time of publication. Each of these is carefully described in respect to major points for judging or consideration. Since time of publication, size, and material taken together indicate function fairly well indirectly, only a ten-point value has been assigned to this division. The scale has been so weighted that if composition, illustration, mechanics, and statistics are perfect the report would be classed as fair. The degree to which the other factors were developed would determine its final standing. On the other hand, failure in any one of these four essential qualities would make a high ranking impossible.

The appraisal form for the annual report is shown on the opposite page.

Use. To secure the best results from the use of this appraisal form it would be desirable first of all to determine how well such a report satisfies its function locally and then determine its relative standing with similar products in other parts of the state or country.

To secure appraisal on the first score the following procedure might be followed: Inclose in each copy of the annual report an appraisal form, together with a simple instruction card calling attention to the purpose of the appraisal and requesting every individual to judge the report after carefully reading it. The returns might vary from ten to fifty per cent. These data could then be tabulated statistically[1] by type of audience (teacher, superintendent, preacher, business man, etc.) and the degree of correspondence determined. In the meantime members of the staff and the board of education could be asked to pass judgment, and these data would then be treated in the same manner. Careful analysis of the

[1]See *Statistical Method in Educational Measurement*, by Arthur S. Otis. World Book Company, New York.

Appraisal Form for the Annual Report

No.	Division	Description	Points	Very Poor 50 or Less	Poor 51–70	Fair 71–80	Good 81–90	Excellent 91–100
1	Function	(*a*) Survey of current activities for year, including (1) general survey; (2) policy; (3) administration; (4) buildings; (5) finance; (6) child accounting; (7) instruction; (8) research. (*b*) Archival record.	10					
2	Composition	Simple, non-technical English. Short paragraphs arranged in sections by subject. Impersonal.	20					
3	Illustration	At least 25 per cent of report to be illustration, either graphic or halftone, of activities.	18					
4	Mechanics	Double column not more than 24 ems (4 inches). Single column not more than 12 ems (2 inches). Running heads. Black ink. Table of contents in front, index in back. Cut lines concise but clearly pointing out dominant values. Margins: side, at least three-quarters of an inch; top and bottom, at least one inch.	16					
5	Statistics	Simple presentation, graphically illustrated. Statistics must be essential—financial, child accounting, building, instructional achievement. One subject per table. Well arranged. Permanent value.	12					
6	Size	6 inches by 9 inches or 6¾ inches by 9½ inches. Twenty to 100 pages, depending on size of community.	9					
7	Time of Publication	Report should be issued not later than 60 days after close of school year.	9					
8	Type	10, 11, or 12 point leaded, or on base of next size. Clear-cut face, easy to read: monotype preferred. Heads and subheads in proportional size.	3					
9	Paper	Good quality, enameled stock, at least 30 pound quality. Cover—attractive colored card stock.	3					
		Total	100					

different judgments would enable the superintendent to determine rather fully the relative value of the report to the different elements comprising his audience.

To determine the relative standing of the local report in relation to those published elsewhere, the following procedure might be followed: Collect first of all six or more reports from cities of similar size. Have staff members and teachers read them critically and impersonally from the standpoint of the appraisal standards. After careful study they may be scored and the results tabulated. After getting the score of each, arrange them in chronological sequence, along with the results of the local appraisal. The position of the home report on this scale would indicate its *relative* standing in the group of cities considered, from the standpoint of scores. The total score would represent its actual standing.

From the careful study of these data it will be possible to find many opportunities for improving any of the reports now printed.[1] Low initial results in self-appraisal should not end in discouragement. The field of the annual report is one in which great improvement can be made. The only way to achieve the goal of efficiency is through constant, conscientious, impersonal self-appraisal.

Examples of scoring. In order to show the method of scoring, two recent reports have been judged. These are the 1923–24 reports of Elgin, Illinois, and Detroit, Michigan. The scores represent the writer's judgment after careful examination. After reading this scoring, get copies of these reports and try them out yourself. The results will not coincide exactly, but the differences

[1]The present tendency of scores in the case of the annual report is below the middle point of "fair" or "average." Of several scores of reports analyzed during the past three years, only two could be classed as excellent. As the results of appraisal become effective, the character of these reports should change greatly.

between the two are obvious enough to maintain the relative standing. The reason for choosing these reports was that they happened to be two that were published within a reasonable time after the close of the school year.

Report No. 1. The Elgin (Illinois) report was scored 4 on function because it failed to present a complete fact survey of the work of the schools. On composition, except that the material was presented in the old style of personal reports which broke up the continuity, together with lists of persons, the report graded relatively high, with 15 points. Illustration was only 10.7 per cent of the total, and the cuts themselves were so small that they lost in effectiveness. The score on this point was only 6. Margins and running heads were good, but the lack of a table of contents at the beginning affected mechanics to the extent of 4 points. Statistics were generally poor, insufficient (already noted under function), and not illustrated. They were rated 4. On paper and size the report scored perfectly, but the time of publication and the small type were scored heavily. The total score was 57.

The general reaction was that with careful editorship the value of the report could be at least quadrupled. It is significant in so far as it is one of the few reports that show modern tendencies.

Report No. 2. The Detroit report was scored only 6 on function because, in presenting a general and specific survey of school activities, detailed information upon instructional achievement in the several subjects was not included. The report had slightly over 27 per cent of illustration, satisfying this standard. Composition and mechanics were also in accord with the standard. Some statistics were presented that violated the rule of one subject per table, and they also lacked illustration. The

deduction for these two tables was one point. On size the Detroit report ran 36 per cent above the standard. One-third was deducted, or three points.

The general impression that this report was an excellent example was justified after careful examination and scoring.

RELATIVE SCORES OF TWO ANNUAL REPORTS

No.	Division	Points	Report 1	Report 2
1	Function	10	4	6
2	Composition	20	15	20
3	Illustration	18	6	18
4	Mechanics	16	12	15
5	Statistics	12	4	11
6	Size	9	9	6
7	Time of publication	9	3	9
8	Type	3	1	3
9	Paper	3	3	3
	Total	100	57	91

Report 1: Elgin, Illinois, 1923-24 annual report. Report 2: Detroit, Michigan, 81st annual report (1923-24).

The house organ. In developing means of appraising the house organ or teachers' bulletin the situation is somewhat different from that of the annual report. In the case of the bulletin the audience is homogeneous and compact in so far as it is composed of professional educators. The audience beyond the teachers which this bulletin reaches is clear profit. The publication must be pointed to meet the needs of the teacher.

The form of appraisal may be a standard for judging. At intervals teachers can be requested to coöperate in scoring their bulletin. This serves the double purpose of causing them to read it carefully and to develop more interest in it. The results of these judgments can be treated statistically and furnish a comprehensive analysis of the house organ. Upon the basis of these frequent appraisals weaknesses can be corrected and strength developed.

The superintendent who courageously submits his teachers' bulletin to such searching appraisal will find that the ultimate result will greatly repay the expenditure of time and effort. The teachers' appraisal will be frank and worth while, if so requested.

To determine relative standing further comparison may be made with house organs in other school systems. Foreign house organs should be scored by the home teachers upon the same basis as their local publication, so that the results may be of value. Judgment by the executive staff is liable to represent the viewpoint of such staff and not the impression of the audience. Executive appraisal would hardly be adequate.

The appraisal form. Ten characteristics are included in the analysis of the house organ. In addition to the eight covered in the annual report, a ninth is added for frequency of issue and a tenth for method of editing. One of the important factors in the success of the house organ is frequency and continuity of issue. A semi-monthly publication with sixteen pages will probably give better results than a monthly appearance with thirty-two pages. The points involved are time between contacts and the presentation of not too much material at any one time.

The factor of editorial policy is the tenth division. The best results, from a standpoint of permanent interest, are secured by having the general supervision and work carried on by a staff member, supplemented by a number of different teacher members who act as associate editors.

The appraisal standard is so balanced that a perfect score in composition, mechanics, material, and illustration would give a rating of *fair*. The other factors, by themselves, would not serve to raise the publication into the middle or average group.

Appraisal Form for the House Organ (Teachers' Bulletin)

No.	Division	Description	Points	Very Poor 50 or Less	Poor 51-70	Fair 71-80	Good 81-90	Excellent 91-100
1	Function	To maintain regular contacts between headquarters and teacher. To stimulate teachers professionally. To keep teachers informed. To recognize meritorious service.	10					
2	Material	Must be inclusive enough to have general appeal to teachers. Classify as inspirational, technical, personal, official announcements, recognition of individual achievement, news of professional organizations.	25					
3	Composition	Attractively written English; vocabulary can be more technical than in annual report.	15					
4	Mechanics	Single column, not more than 12 ems (2 inches) wide. Double column, not more than 24 ems (4 inches). Black ink. Running heads. Index either in each volume or annual cumulative.	15					
5	Editing	By staff member with teacher participation.	10					
6	Illustration	Not less than 10 per cent.	15					
7	Size	Bulletin type: 8 to 36 pages. Either 6 inches by 9 inches or 6¾ inches by 9½ inches. Newspaper type; 10½ inches by 14 inches: 4 to 6 pages.	5					
8	Type	Eight point on ten for single column; ten point on twelve or twelve point on fourteen for double column. Clear-cut face.	5					
9	Paper	Flat finish—eggshell type. White or very light tint of buff.	5					
10	Frequency	Twice monthly.	5					
		Total	100					

The descriptions of the several divisions are general, only indicating the outline. In the case of material, the type of copy published would be set chiefly by the character and level of the teaching force in the particular district. Illustration in a house organ is not so important, relatively, as in an annual report, because of the difference in size, the audience, and the frequency of appearance. Attractive make-up is far more valuable.

The most important single factor in the house organ is the type of material used and its relation to the audience and to the purpose of the publication. The successful house organs include a wide range of material: instructional, technical, news of professional organizations and teacher activity, official announcements, and recognition of individual achievement, that will appeal to practically every member of the group and so develop initial points of interest. This factor is considered of twenty-five points' value.

Function, as in the annual report, should be reflected through material, composition, mechanics, and method of editing. On page 238 is presented a copy of the appraisal form for the house organ.

Examples of judging. On judging house organs six numbers, representing wide variations, were used. Three were of the bulletin and three of the newspaper type.

Baltimore. The Baltimore (Maryland) house organ[1] was scored perfect on function, material, composition, illustration, size, and paper. On mechanics, the width of the column makes reading hard. The bulletin is edited entirely at headquarters without teacher participation. In every issue there are a large number of signed articles by teachers, but they receive no editorial recognition.

[1]Vol. III, No. 1, September, 1924.

The type, combined with the column width, makes reading difficult and detracts from its general effectiveness. It is a monthly publication, and scored accordingly. With a total score of 87 this bulletin, due to minor weaknesses, falls just short of being excellent. Mechanical improvements and change of editorial policy would give it higher rank.

Detroit. *The Detroit Educational Bulletin*[1] is scored perfect on material, composition, mechanics, size, type, and paper. The bulletin is scored 8 on function because no mention can be found of recognition of meritorious service. Method of editing gives only 4 out of a possible 10 because it is a headquarters publication wherein teachers have no share and where very few signed teacher contributions appear.[2] In this particular number there is one illustration but, since it is the exception rather than the representative practice, proper deductions are made. In frequency of issue it is a monthly. Like the Baltimore bulletin, it is a high-class production but fails, on this score, from being classed as excellent because of weaknesses in method of editing, illustration, and function. Its chief general weakness is its impersonal, headquarters character.

Highland Park. The Highland Park (Michigan) *Teachers' Bulletin*[3] represents the house organ in a city of 60,000 population. It is scored off on material, method of editing, and illustration. The total score, 82, places it well in the upper group of house organs. Here again certain improvements might be made that would send it from good into the excellent class. It ranks high among cities under 100,000 population.

[1] Vol. VII, No. 2, October, 1923.

[2] Later numbers of Volume VIII correct this weakness. The first seven volumes present the above condition.

[3] Vol. VII, No. 1, November, 1924.

School Topics. The Cleveland house organ, *School Topics*,[1] is representative of the newspaper type. While it is the general feeling of the writer that the bulletin size is preferred, following the general experience of commercial house organs, yet the newspaper type is not without merit. The Cleveland production ranks high according to this standard. Six points are deducted on material and type. In other respects *School Topics* is a most commendable production.

School Index. Cincinnati also publishes a newspaper type of bulletin.[2] This is one of the oldest house organs and follows the style of the conservative *Cincinnati Enquirer*. It is published weekly. The make-up is unattractive and the practice of carrying advertisements along with reading matter detracts considerably from its appearance. The method of editing is of the headquarters type. Material is written in a too formal, academic manner and its appeal is, therefore, decreased. (Compare the style of *The School Index* with that of *School Topics*.) The pages are too solid. If advertisements were omitted this paper could be produced in four pages without omitting anything essential. It ranks lowest, 79, among the newspaper type of house organs scored.

Denver Review. The *Denver Review*[3] scores low on frequency, editing, and material. In general it is good, but the material overemphasizes building mechanics. The first page could be made up in a more attractive manner with more diversified illustration. It is a headquarters publication without teacher participation.

Significance of score. The standard permits the analysis of the publication and tells at a glance its weak and

[1] Vol. VII, No. 12, March, 1925.
[2] Vol. XI, No. 37, March, 1925.
[3] Vol: VIII, No. 4, June, 1925.

strong points. The appraisal of these publications by teachers would give an interesting cross-section of strength and weakness from the standpoint of the audience. In the last analysis such a study must be made if it is desired to make these organs really effective. No amount of assumption by headquarters is going to change fundamentally the reaction of the teachers.

Secondary appraisal. Further appraisal can be made of the effects of various types of material by developing a series of questions based upon certain articles and asking the teachers to answer them after careful reading. In this manner appraisal of style, organization, and method can be secured.

Home-contact bulletin. The diversity of size of the audience makes appraisal directly by the audience more difficult. Appraisal by two methods is suggested. The first of these is by the method of the score card, with groups more or less under control. The second is directly to the people.

STUDY OF SEVERAL HOUSE ORGANS

DIVISION	POINTS	BULLETIN TYPE			NEWSPAPER TYPE		
		1 Baltimore	2 Detroit	3 Highland Park	4 School Topics	5 School Index	6 Denver School Review
Function	10	10	8	8	10	8	8
Material	25	25	25	20	20	15	15
Composition	15	15	15	15	15	12	12
Mechanics	15	10	15	15	15	10	12
Method of editing	10	6	4	6	10	10	4
Illustration	5	5	2	0	5	0	5
Size	5	5	5	5	5	5	5
Type	5	3	5	5	4	4	4
Paper	5	5	5	5	5	5	5
Frequency	5	3	3	3	5	5	3
Total	100	87	87	82	94	79	83

1: Vol. III, No. 1, September, 1924; 2: Vol. VII, No. 2, October, 1923; 3: Vol. VII, No. 1, March, 1924; 4: Vol. VII, No. 12, March, 1925; 5: Vol. XI, No. 37, March, 1925; 6: Vol. VII, No. 4, June, 1925.

Nine factors were considered in judging the home-contact bulletin. They differ from those employed in the analysis of the annual report by adding frequency of issue. In the home bulletin, illustration plays a relatively unimportant part, so small that it is given only 3 points.

Composition is the major factor and is credited with 25 points. This weighing stresses the necessity for making the style appeal to the person of sixth-grade ability. Subject matter is considered of the next relative importance, carrying a value of 20 points. Mechanics, to insure ease in reading, are valued at 17 points.

Use. The recommended appraisal of the home-contact bulletin within the schools is by three groups. It may be presented to classes of sixth-grade children to secure, through careful class development, the reaction of the children. To do this successfully the teacher must first be trained carefully in the use of the material. A group of sixth-grade teachers may next score the bulletin, and a third analysis may be made by the staff members. These various results, after careful statistical treatment, can be studied to determine the relative merits and weaknesses of the bulletin. The weak points may be corrected and successive appraisals made until the issue rests in the "excellent" group. After that, further appraisal is essential, at longer intervals, to see that the standard is being maintained.

Example. On pages 162-65 is reproduced a copy of a home contact bulletin. Let us proceed to rate it on the basis of our appraisal form (p. 244). Read carefully and then re-read for the general effect.

The most important factor in the scale is composition. How does the production satisfy this standard? The English is simple and adjusted to the level of the audience.

Appraisal Form for the Home-Contact Bulletin

No.	Division	Description	Points	Very Poor 50 or Less	Poor 51–70	Fair 71–80	Good 81–90	Excellent 91–100
1	Function	To keep people informed of the public-school program; to educate them to the needs of schools.	10					
2	Composition	Very simple English; words of three syllables or less; written upon sixth-grade level. Paragraphs not longer than seven lines.	25					
3	Subject Matter	Not more than one subject to an issue; first page general summary description. Thought expanded upon second, third, and fourth pages.	20					
4	Mechanics	Columns not more than 22 ems (3¾ inches) wide. Running head.	17					
5	Size	Not more than four pages. Either postal-card size or 5 inches by 7½ inches.	10					
6	Type	Twelve-point on fourteen base or fourteen-point on sixteen base.	5					
7	Paper	Flat finish—white—eggshell preferred.	5					
8	Frequency	Once a month.	5					
9	Illustration	Simple graphic or descriptive halftones or zinc etchings.	3					
		Total	100					

There are, however, a number of words whose meaning might have been expressed in fewer syllables. The paragraphs are brief and meaty. *The score assigned this division would be 23 points.*

Subject matter is the second highest factor. The subject of this number is coöperation. The theme is intimately developed on the first page, expanded to cover two other phases on the second and third pages, and then summed up from the individual's usual angle of looking at the schools. *It meets all of the requirements under the second standard, and is given a score of 20 points.*

Under mechanics, the column widths are standard. There is a running head to dress the page. Subheads are proportional to the size of the reading matter, and set off the page well. Initial letters make the beginning of each page more interesting. Page three is a trifle crowded and appears too heavy in relation to the rest. *The score for mechanics would be 15 points.*

The function of the bulletin has been satisfactorily fulfilled by a consideration of the above divisions. *It is reasonable to add 10 points on this basis.*

The standard is satisfied in respect to size. *Ten points.*

The standard is satisfied in respect to type. *Five points.*

The standard is satisfied in respect to paper. *Five points.*

The standard is satisfied in respect to frequency. *Five points.*

The standard is not satisfied in respect to illustration. *Zero points.*

The general conclusion would be that the example judged may be ranked as excellent on the basis of the scale employed. (See "The Summary" on the next page.)

THE SUMMARY

	POINTS
1. Function	10
2. Composition	23
3. Subject matter	20
4. Mechanics	15
5. Size	10
6. Type	5
7. Paper	5
8. Frequency	5
9. Illustration	0
Total score	93

Appraisal by audience. We may next consider a method of appraisal by the audience. The reaction of the people to different types of material or methods of presentation may be tested by printing three or four different bulletins each issue and distributing them in different parts of the community. They could be so keyed that answers are requested to certain questions. Upon the basis of returns, the diverse reactions to different material could be studied and changes made. This method would take some time to develop successfully and would require much hard work, but ultimately a method might be established that would furnish a reliable technique for this wide group. From a commercial standpoint the value of advertising is based largely upon noted returns from each type, form of presentation, and medium employed. The home-contact bulletin may be appraised in a similar manner.

P. T. A. appraisal. Appraisal of the degree of success achieved by parent-teacher associations can be judged in two ways. The first of these is on the basis of an assumed standard, and the second method is through the reaction of the association to the material presented and developed. In judging the effectiveness of the parent-teacher association five important facts stand out. It must be

representative; all members of the school community, rich and poor, the well schooled and the unschooled, must be brought together around the interests of the child. The frequency of meetings and the regularity of attendance are important factors in success. Program making and the reaction to programs as demonstrated through changed community attitudes are vital factors. The cleverness of professional leadership which directs and stimulates while remaining inconspicuously in the background will determine success and progress over a long period of time. Combining these five points into an appraisal form, they may be weighted in respect to their importance in developing this important activity in the interests of the school.

Try the appraisal form, page 248, upon your own associations and measure them to see how they rank on the basis of this standard. It might be of great service to have the association conduct a self-appraisal. At the close of each year devote part of a program to appraisal by the individual members. Have them honestly and conscientiously study their organization and judge its work. More detail, if necessary, may be supplied under the several divisions. Tabulate, correlate, and analyze the results of these group appraisals and then proceed to correct defects through a program of education for your teachers and principals. All of this, even if it settles nothing absolutely, will develop the attitude of appraisal, so essential to progress.

Oral appraisal. Almost every day of our lives we listen to speeches, yet how few of these oral presentations stir us to either thought or action. There may be many reasons for this ineffectiveness. Among the chief may be listed lack of preparation on the part of the speaker,

Appraisal Form for Parent-Teacher Association

No.	Division	Description	Points	Very Poor 50 or Less	Poor 51–70	Fair 71–80	Good 81–90	Excellent 91–100
1	Representative	Are all groups in the community represented? Are offices evenly divided?	15					
2	Meetings	At least once a month. Attendance should be approximately 70 per cent of total membership. The same people should be present continuously. All groups should be present.	20					
3	Program	Program should be (1) informational and (2) constructive. Some general problem from the community aspect may be considered each time.	20					
4	Reaction	Individual contacts should result from monthly meetings. P. T. A. meetings should bring parents to school. Effect of organization observed through community attitudes.	25					
5	Leadership	Leadership should arise from community. Self-motivation. Professional group should submerge individuality and work through lay members.	20					
		Total	100					

Appraisal Form for Public Relations (Oral Presentation)

No.	Division	Description	Points	Very Poor 50 or Less	Poor 51–70	Fair 71–80	Good 81–90	Excellent 91–100
1	Function	To present some phase of public-school activity to a special audience through personal appeal and to stimulate the group to self-activity.	15					
2	Truth	The material must be directly in relation to facts—no coloring to present personal or partisan viewpoint.	20					
3	Delivery	Ease in presentation, with appropriate gesture, posture, or attitude of speaker; modulation of voice adjusted to room and audience.	20					
4	Duration	Not more than fifteen minutes with a lay audience.	20					
5	Subject	Simplicity of subject material. Use of illustration, either verbal or visual. Coherence of subject matter; appropriateness to occasion.	10					
6	Construction	Massing of material with emphasis upon salient points. Well-developed and summarizing climax.	15					
		Total	100					

lack of knowledge of the subject, lack of sincerity, unawareness of time limits, and lack of speaking ability.

The oral presentation can be made extremely effective if certain points are observed. The basic principle in speaking should be to tell the truth. Let no personal prejudice or partisan viewpoint enter into and color the facts. In presentation it is well for a speaker to adjust his vocal organs to the size of the room and of the audience. Time is vital in speaking, and well-organized brevity means much for the result.

To appraise one's speeches, after preparation apply the appraisal form on page 249. Revise your speech to meet the standards, and then prepare for your audience carefully developed questions in mimeographed form: At the close ask them to answer the questions and turn them in. The answers will be a fairly good appraisal. If these cautions are observed the quality of oral presentation will gradually be raised to make it an effective instrument in a public relations program.

Summary. Plan making, plan executing, and plan appraisal, upon an objective basis, are the complementary trinity of progress. Appraisal is to public or private action what the compass needle is to the mariner. Through conscientious and factual appraisal one is able to ascertain how true to the projected course the plan is proceeding. Any program that omits appraisal is basically weak and will be found ultimately to end far from the desired objective. There is now no validated technique in appraising the effects of a public relations program, but as a result of experimentation it has been possible to set up certain hypothetical standards and to suggest certain techniques that will open the way ultimately to the definite appraisal of every form of public relations program.

SUGGESTED READINGS

Statistical Method in Educational Measurement, by Arthur S. Otis. World Book Company, New York, 1925.

An excellent treatise on the statistical method applied to education. Especially good for the beginner or for one whose mathematical training has not been in higher fields.

Statistical Method, by Truman L. Kelley. The Macmillan Company, New York, 1923.

A very good presentation of the statistical method for experienced students. Considerably more advanced than the Otis book.

Why Children Succeed, by Stuart A. Courtis. Courtis Standard Tests, Detroit, Michigan, 1925.

Valuable from the public relations standpoint, for the application of a new technique in statistical treatment.

How to Measure in Education, by William A. McCall. The Macmillan Company, New York, 1922.

Discusses the theory of objective measurement in Part I. Suggests methods of test construction and standardization in Part II. Part III gives valuable information on statistical method.

Measuring Results in Education, by Marion R. Trabue. American Book Company, 1924.

A good account of the basis for objective measurement in the field of instruction.

DISCUSSION PROBLEMS

1. What is the nature of the appraisal function?
2. In your opinion, why is such imperfect provision for appraisal made in public activity?
3. What are the standards of appraisal in: (*a*) manufacturing automobiles; (*b*) publishing books; (*c*) public utilities; (*d*) public office?
4. How do these standards differ from appraisal in education?
5. Read three annual reports. Appraise them, using the form suggested in Chapter XVII.
6. Appraise a home-contact bulletin, using the form suggested in Chapter XVII.

7. Using the form in Chapter XVII, appraise the work of your local parent-teacher association.
8. Prepare a five-minute speech upon some educational subject. (Use an old speech if you have one.) Appraise it upon the basis of the form suggested in Chapter XVII.

SELECTED BIBLIOGRAPHY

Publicity Campaigns for Better School Support, by Carter Alexander and W. W. Theisen. World Book Company, New York, 1921.

A detailed account of planning special campaigns for financial support. Well illustrated.

Newspaper Publicity for the Public Schools, by Rollo G. Reynolds. Distributed by A. G. Seiler, 1224 Amsterdam Avenue, New York, 1922.

A detailed account of newspaper possibilities in any public relations program. Very valuable for the superintendent and director of informational service.

Parent, Teacher and School, by M. E. Moore. The Macmillan Company, New York, 1925.

Part I deals with the necessity for bringing the parent into closer relations with the school. Part III discusses the teacher and the school. Contains many excellent suggestions for parent-teacher associations.

School Reports in American Cities, by M. G. Neale. Missouri Book Company, Columbus, Missouri, 1921.

A thesis in which the writer analyzes the past and present of the annual report. Contains much technical information of value to superintendents.

Publicity and the Public School, by Clyde R. Miller and Fred Charles. Houghton Mifflin Company, New York, 1924.

A frank discussion by men in the field of the public relations problem. Particularly valuable in its analysis of school and press contact.

Public School Publicity, by Harlan C. Hines and Robinson G. Jones. The Macmillan Company, New York, 1923.

A brief monograph presenting certain aspects of the public relations problem. The chapter on "Reports" is particularly stimulating.

Continuous School Publicity, by G. W. Gill. Educational Research Bulletin, Ohio State University, Vol. III, No. 8. Pp. 157–60.

Extra-Curricular Activities in the High School, by Charles R. Foster. The Johnson Publishing Co., Richmond, Virginia, 1925.

A discussion of the place of extra-curricular activities in the high school. Contains much worth-while data that can be applied to the field of public relations.

The Public and Its School, by William McAndrew. The World Book Company, 1917.

One of Mr. McAndrew's reports to Superintendent William H. Maxwell. Contains valuable suggestions in respect to home contacts. Entertaining and worth-while reading.

Child Accounting, by Arthur B. Moehlman. Courtis Standard Tests, Detroit, Michigan, 1924.

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